San José City College

Report of the Institutional Self Study
in Support of the Reaffirmation
of Accreditation

July 2010

Submitted to
The Accrediting Commission for
Community and Junior Colleges
of the Western Association of Schools and Colleges

By
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San José, CA 95128
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INTRODUCTION

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Overview: The College and its Communities

Founded in 1921, San José City College is the oldest community college in Santa Clara County and one of two colleges in the San José/Evergreen Community College District. Originally located in downtown near San José State University, the College moved in 1953 to the present Moorpark Avenue location. In 1958, the College’s name changed to San José City College from its original designation as San José Junior College. The College is one of seven community colleges in Santa Clara County and one of more than twenty in the San Francisco Bay Area.

The San José/Evergreen Community College District is located in northeastern Santa Clara Valley and includes all of the city of Milpitas and part of the city of San José. The District encompasses over 300 square miles and serves a population of 797,629 people. Within its boundaries are more than 36,400 high school students and 6,900 high school graduates (as of 2002-2003). The district arose from a 1963 faculty-led effort that resulted in a special election establishing the independent San José Junior College District. The district’s second campus, Evergreen Valley College, opened on a 155-acre site in 1975. The land for a third potential college site in Milpitas was sold in 1985. In 1986, the district was renamed the San José/Evergreen Community College District.

San José City College serves students from a wide geographical area, including students from San José Unified School District, Milpitas Unified School District, and East Side Union High School District. The student body consists of 10,000 - 12,000 students per semester, drawn from an ethnically and culturally diverse population. Enrollment at the College has increased from 81 students in 1921 to more than 12,000 in the fall semester of 2003.

The College attracts students to four major curricular areas: vocational education, occupational development, transfer, or ESL/Basic Skills. At the main campus and its several satellite locations, the College offered 1,038 sections in the spring of 2003, 172 sections in the summer of 2003, and 931 sections in the fall of 2003. Students earned 196 Associate of Science and Associate of Arts degrees and 215 certificates in the 2002/03 academic year.

Demographic Shift

In recent years, demographic changes stimulated a period of adjustment for the College. An influx of students with skills at the developmental level has resulted in shifting focus from transfer rates to moving students into transfer-level courses. Towards this end, the College continues to both enhance existing curricula and create new programs that focus specifically on basic skills.

This curricular shift evolves from the College’s dedication to the Achieving the Dream (ATD) Program, a national initiative aimed at improving the academic achievement of community college students. Achieving the Dream is targeted at student groups facing significant barriers to educational success, including students of color and low-income students – demographic groups that make up a majority of the San José City College student body.
Recent Changes

The campus completed significant construction of new buildings, facility expansions, and remodeling since the last site visit. In the summer of 2004, the new $14.5 million Student Center opened, creating a one-stop student services experience. The Student Center consolidates the following services: Counseling, Admissions and Records, Financial Aid, Testing Services, Disabled Student Program, Middle College, Career and Transfer Center, Student Health, and Campus Police. The Center also is home for the student council members, the College radio station, a cyber café, the bookstore, and the College Union. The innovative and dramatic two-story structure features sky bridges connecting the parallel spaces of the upper level in a design that is patterned after a shopping mall. A new $20 million Science/Math building was finished in 2005. This building houses all of the classrooms and labs used for instruction in biology, physics, and chemistry, as well as offices for the faculty and the Dean of the division. The general campus plan identifies landscaping as an integral part of the ongoing development, and designs were carefully drawn to preserve as many of the existing trees on campus as possible. The new construction results in additional overall trees for the campus, as well as broader walking paths.
Demographic Characteristics of San José City College Students

San José City College serves the City of San José (population 916,715) and its surrounding area. A demographic study from the 2008 American Community Survey (ACS) illustrates the wide diversity of ethnic groups in San José (1).

In 2008 ACS reported that San José has large Asian (30%), Latina/o (32%), and White (31%) populations. African Americans comprised 3% of the local population in 2008. Pacific Islanders, American Indians, and Alaskans make up less than 1% of the San José population. Two percent (2%) of San José residents report being two or more races. The city has a slightly larger male population (51%) than a female population (49%). The student population of San José City College is also very diverse, as illustrated in the chart “Student Ethnicity: Fall 2005-09.” The Latino/a population has grown the most in the last five years (36%), while the Asian group has decreased (20%). Overall the student population is on the rise.

There has been a dramatic shift in demographics in the last seven years. In the spring of 2003, Asian student comprised 39% of the student body whereas Latina/o students comprised only 26% of the student body. Interestingly in 2003, the percentage of the White student population was approximately the same as the present one (17%). Overall, the student population has increased about 20% in the last 5 years.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Headcount</td>
<td>10137</td>
<td>10409</td>
<td>10769</td>
<td>11513</td>
<td>12301</td>
<td>+20%</td>
</tr>
</tbody>
</table>

Top Zip Codes for SJCC Students
The majority of San José City College students come from six zip codes: 95112, 95122, 95128, 95111, 95125, and 95127. Students in three of these zip codes (95127, 95122, and 95111) attend both San José City College and Evergreen Valley College. Also shown in the figure are the high schools that transfer the most students to San José City College.
### Top Attendance by Zip Code, Fall 2009

<table>
<thead>
<tr>
<th>City</th>
<th>Zip Code</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Area Average Income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Headcount</td>
<td>Headcount</td>
<td>Headcount</td>
<td></td>
</tr>
<tr>
<td>San José</td>
<td>95112</td>
<td>666</td>
<td>762</td>
<td>809</td>
<td>45930</td>
</tr>
<tr>
<td>San José</td>
<td>95128</td>
<td>522</td>
<td>594</td>
<td>614</td>
<td>63570</td>
</tr>
<tr>
<td>San José</td>
<td>95111</td>
<td>486</td>
<td>578</td>
<td>598</td>
<td>40290</td>
</tr>
<tr>
<td>San José</td>
<td>95122</td>
<td>445</td>
<td>453</td>
<td>553</td>
<td>33650</td>
</tr>
<tr>
<td>San José</td>
<td>95127</td>
<td>412</td>
<td>458</td>
<td>542</td>
<td>51470</td>
</tr>
</tbody>
</table>
The area average income shown in the table above does not fully reflect the financial status of the overall student population. A more informative financial characteristic of the student population is the large number of students receiving Board of Governors (BOG) Fee Waiver, which allows enrollment fees to be waived.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7179</td>
<td>7056</td>
<td>7293</td>
<td>8044</td>
<td>9444</td>
<td></td>
</tr>
</tbody>
</table>

The number of students receiving DSPS services increased more than 40% between the Fall 2005 and Fall 2009, whereas the number of students receiving EOPS services does not seem to be following a particular trend.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CalWorks</td>
<td>140</td>
<td>207</td>
<td>197</td>
<td>210</td>
</tr>
<tr>
<td>DSPS</td>
<td>685</td>
<td>739</td>
<td>733</td>
<td>957</td>
</tr>
<tr>
<td>EOPS and CARE participant</td>
<td>53</td>
<td>54</td>
<td>69</td>
<td>75</td>
</tr>
<tr>
<td>EOPS</td>
<td>767</td>
<td>648</td>
<td>785</td>
<td>813</td>
</tr>
<tr>
<td>EOPS total</td>
<td>820</td>
<td>702</td>
<td>854</td>
<td>888</td>
</tr>
</tbody>
</table>

Female students have outnumbered male students consistently in the last five years; more females (56%) are enrolled than males (44%). Both populations have seen a slight increase following the upward trend in headcount of the last five years.
The ages of the students are also quite diverse as shown in the figure below. While close to half of our students reflect the “typical” college student age of 18-24 years, a substantial percentage of our students are older than 24. The College has seen a slight upward trend in the 20-24 age bracket, whereas the 30-39 age bracket has seen an important decrease.

Approximately 60% of SJCC students are continuing students. The number of first time students has decreased. This has been partially compensated by an increase in continuing, returning, and transfer students.
An analysis of the matriculation process carried out in 2008 shows that students do not enroll into the courses after the placement takes place. This may partially explain the reason why the college does not have a large percentage of first-time students. Steps are being taken to address this problem.

The enrollment by unit load shows that the majority of students do not carry a full load of 12 or more units. In fact, most of the students (approximately 33%) are taking only 3-5.9 units. This indicates that the College has a large number of part-time students. In fact, the vast majority of students attend classes on a part-time basis (74%).

![Enrollment Status Fall 2005-09](image)

![Unit Load Fall 2005-09](image)

**Faculty Demographics**
An examination of the demographics of the faculty shows a gap between the ethnicity of the students and that of full-time faculty. There are 125 full-time faculty members at SJCC. The largest group for full-time faculty members is the White group, which is overrepresented compared to the...
student population (16%) and the service area population (34%). Asian and African American full time faculty (20% and 9%, respectively) are well represented relative to the student population of the college. The Latina/o full time faculty are underrepresented relative to the student population and the general population of the service area (20%, 36%, and 32% respectively).

These gaps are more pronounced with part-time faculty. SJCC has about 330 part-time faculty. White faculty represent 60% and Latina/o part-time faculty represent 13% of the part-time faculty. The ethnicity of managers and classified staff follow more closely the ethnicity of the service area and the students.

**Academic Characteristics of Students: Education Goal (Fall 06, Fall 07, Fall 08)**
Transfer with or without a degree is the goal selected by over 40% of all students for each of these three terms. There is a slight increase in the number of students who are undecided about or did not report their education goal (from 16% in Fall 2006 to 19% in Fall 2008). All other goals are consistent throughout these three fall terms.
The majority of students also select transferring with or without a degree during spring terms. All other goals are consistent throughout these three spring terms.

**Education Goal by Ethnicity**

About 50% of SJCC’s African American, Filipino, Latina/o, and Vietnamese students report transfer as their educational goal. African American students are the most likely to report this goal, with a rate of 56%, while White students are the least likely to report this goal, with a rate of 43%. About 20% of African American, Filipino, Latina/o, Vietnamese, and White students are unsure of or do not report their educational goal. For White students, career development is the second most reported goal (19%). For African American, Filipino, and Latina/o students, career development is the third most reported goal (about 14%). For Vietnamese students, the third most reported goal is educational development (14%).
Most Reported Goals by Top 5 Ethnic Groups (Fall 2008)
The annual retention and success rates for San José City College have remained fairly constant during the last 5 years. Success rates for basic skills stand at 65%.

![Bar chart showing college-wide retention and success rates for Fall 2006 to Fall 2009.]

84% Retention, 68% Success
83% Retention, 68% Success
84% Retention, 69% Success
83% Retention, 69% Success
83% Retention, 69% Success
84% Retention, 70% Success
84% Retention, 70% Success

However, when the retention and the success rates are examined by ethnicity, the group with the highest success rate is the Asian student (82%). The success rate for Latino/a, African American, and Pacific Islander students is below the average for the College of (70%).

![Bar chart showing retention and success rates by ethnicity for Fall 2008.]

Retention and Success by Ethnicity (Fall 2008)

- **White**: Success 73%, Retention 84%
- **Pacific/Islander**: Success 56%, Retention 76%
- **Other/Unknown**: Success 70%, Retention 83%
- **Native American**: Success 65%, Retention 79%
- **Latina/o**: Success 62%, Retention 80%
- **Filipino**: Success 70%, Retention 82%
- **Asian/Vietnamese**: Success 82%, Retention 90%
- **Asian/Indian**: Success 77%, Retention 89%
- **Asian/Chines**: Success 82%, Retention 90%
- **Asian/Cambodian**: Success 71%, Retention 80%
- **Asian (all other)**: Success 79%, Retention 88%
- **African American**: Success 61%, Retention 79%

The figure below shows the persistence rates for all students at San José City College. Persistence measures the percentage of students who began in any given semester and enroll in any course during the subsequent semester (fall to spring or spring to fall). Overall, the rates have been stable, oscillating between 60% and 63%. 
The ethnic group of students with the highest term persistence is the Asian/Vietnamese group followed by the Pacific Islander. Latina/o students have a persistence slightly above average (64%).

Basic Skills Course Persistence
Basic Skills courses are an important part of the curriculum. More than 30% of the students who take the college placement test place in the most basic levels of English classes, and more than 70% of those assessed place into the lowest levels of mathematics courses. When persistence rates are calculated for students taking basic skills course in sequence, persistence rates are particularly low. For example, the persistence rate for the majority of ESL courses taken in sequence over the last three academic years is below 40%, and the persistence rate is below 20% for a few courses. For English courses taken in sequence over the last three academic years, the persistence rates are also quite low, ranging from 18% - 29%.
## English Courses

<table>
<thead>
<tr>
<th>Success in Specific Course</th>
<th>Persistence to:</th>
<th>Reading</th>
<th>Reading</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>transfer level English</td>
<td>Read 101 to English 1A</td>
<td>21%</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td>1 level below transfer</td>
<td>Read 301 to Read 101</td>
<td>22%</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>2 levels below transfer</td>
<td>Read 350 to Read 301</td>
<td>19%</td>
<td>19%</td>
<td>28%</td>
</tr>
<tr>
<td>Persistence to:</td>
<td>Writing</td>
<td>2006-07</td>
<td>2007-08</td>
<td>2008-09</td>
</tr>
<tr>
<td>transfer level English</td>
<td>English 92 to English 1A</td>
<td>26%</td>
<td>22%</td>
<td>23%</td>
</tr>
<tr>
<td>1 level below transfer</td>
<td>English 335 to English 92</td>
<td>18%</td>
<td>21%</td>
<td>19%</td>
</tr>
</tbody>
</table>

The persistence rates for basic skills math courses taken in a sequence over the last three academic years are also very low. For basic skills math courses, persistence rates in the subsequent course in the sequence range from 0% - 25%. Furthermore, students are definitely not persisting to Transfer Level Math Courses. As a consequence, students at the college cannot complete transfer requirements.

## Mathematics Courses

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>transfer level Mathematics</td>
<td>Math 13 to Math 25</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Math 13 to Math 22</td>
<td>0%</td>
<td>-</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Math 13 to Math 21</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>11%</td>
<td>15%</td>
<td>13%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>1 level below transfer</td>
<td>Math 11A to Math 13</td>
<td>11%</td>
<td>15%</td>
<td>13%</td>
<td>5%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>1 level below transfer</td>
<td>Math 11S to Math 13</td>
<td>5%</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>2 levels below transfer</td>
<td>Math 310 to 11A</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>2 levels below transfer</td>
<td>Math 311 to 11A</td>
<td>18%</td>
<td>15%</td>
<td>25%</td>
<td>18%</td>
<td>15%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

## Certificates and Degrees

The number of certificates and degrees conferred remains fairly constant. The figure below shows the number of Associate of Arts (AA) and Associate of Science (AS) degrees, conferred as well as Certificates awarded to students over the last three academic years. Interestingly, in 2008-09, more AA/AS degrees were awarded than certificates.
Top Five Degrees and Certificates at SJCC

Five degrees and certificates account for approximately 48% of all degrees and certificates awarded to students in 2007-08. The Associate of Arts in CSU University Studies accounts for almost half of these degrees and certificates; of all 2007-08 SJCC graduates, nearly 1 in 4 received a CSU University Studies AA degree.

Transfers

Overall, the number of students transferring annually from San José City College to UC and CSU campuses is relatively constant. The number of transfers reached a peak in 2006-2007, then decreased in the next two years. The relatively small number of transfers is surprising given that many of the students consistently choose transfer as their primary educational objective. The CUE equity model report has shown that large gaps between stated goals and goal achievement are observed for all ethnic groups. San José City College students transfer to San José State more than any other institution.
Transfers by Ethnicity
The pie chart below depicts the proportion of transfer students from SJCC to CSUs and UCs by ethnicity for the 2007-08 academic year. The greatest portion of transfer students (27%) is made up of Latina/o students. The second largest portion of transfer students is made up of Asian/Pacific Islander students* (21%) followed by the third largest portion of transfer students, White students (20%).

2010 Accountability Reporting for the Community Colleges (ARCC) Indicators
On most of the ARCC measures, the College has seen improvements over the prior year. Rates of student progress and achievement in transfer to four-year colleges have remained constant or improved slightly, perhaps as more and more traditional college-age students (age brackets 18-24) choose the College for their lower division preparation.
<table>
<thead>
<tr>
<th>COHORT Indicator</th>
<th>2001/02 to 2006/07</th>
<th>2002/03 to 2006/07</th>
<th>2003/04 to 2008/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress and Achievement Rate</td>
<td>48.80%</td>
<td>48.60%</td>
<td>48.70%</td>
</tr>
<tr>
<td>Earned at least 30 units</td>
<td>68.50%</td>
<td>70.70%</td>
<td>70.70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSISTENCE</th>
<th>Fall 2005 to Fall 2006</th>
<th>Fall 2006 to Fall 2007</th>
<th>Fall 2007 to Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence rate</td>
<td>65.2%</td>
<td>65%</td>
<td>66.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Completion Rate for Vocational Courses</td>
<td>69.10%</td>
<td>72.50%</td>
<td>70.50%</td>
</tr>
<tr>
<td>Successful Completion Rate for Basic Skill Courses</td>
<td>63.50%</td>
<td>63.50%</td>
<td>65.40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPROVEMENT RATES</th>
<th>2004/05 to 2006/07</th>
<th>2005/06 to 2007/08</th>
<th>2006/07 to 2008/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement Rate for Basic Skill Courses</td>
<td>40.40%</td>
<td>42.70%</td>
<td>43.90%</td>
</tr>
<tr>
<td>Improvement Rate for ESL Courses</td>
<td>42.80%</td>
<td>43.50%</td>
<td>47.10%</td>
</tr>
</tbody>
</table>

Term-to-term persistence rates have increased slightly but remain lower than rates at peer institutions. Annual course completion rates in basic skills courses have improved over the prior year (63.5% compared to 65.4%). Student progress and achievement rates have increased almost one percentage point over the prior year.

<table>
<thead>
<tr>
<th>Peer Institution Indicator</th>
<th>SJCC</th>
<th>Peer Average</th>
<th>Peer Low</th>
<th>Peer High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress and Achievement Rate</td>
<td>48.70%</td>
<td>47.90%</td>
<td>39%</td>
<td>55.80%</td>
</tr>
<tr>
<td>earned at least 30 units</td>
<td>70.70%</td>
<td>68.30%</td>
<td>52.20%</td>
<td>77.30%</td>
</tr>
<tr>
<td>Persistence Rate</td>
<td>66.60%</td>
<td>71.10%</td>
<td>48%</td>
<td>78.80%</td>
</tr>
<tr>
<td>Successful Completion Rate for Vocational Courses</td>
<td>70.50%</td>
<td>75.80%</td>
<td>62.20%</td>
<td>88.80%</td>
</tr>
<tr>
<td>Successful Completion Rate for Basic Skill Courses</td>
<td>65.40%</td>
<td>63.80%</td>
<td>55%</td>
<td>74.00%</td>
</tr>
<tr>
<td>Improvement Rate for Basic Skill Courses</td>
<td>43.90%</td>
<td>54.20%</td>
<td>34.90%</td>
<td>69.50%</td>
</tr>
<tr>
<td>Improvement Rate for ESL Courses</td>
<td>47.10%</td>
<td>54.80%</td>
<td>8.60%</td>
<td>78.40%</td>
</tr>
</tbody>
</table>
Despite these gains the College is below peer group averages in important benchmarks like persistence, basic skills credit, and ESL courses rates. Since approximately 80% of all new students need to complete developmental level English and/or, it follows that performance indicators will increase only with greater effectiveness in serving students in developmental education.
Organization of the Self-Study
On his visit in March 2008, Jack Pond, Vice-President for the Accrediting Commission for Community and Junior Colleges (ACCJC), explained the accreditation process and the four different standards. During the fall 2008 Professional Development Day, the faculty, staff, and administration received information regarding the accreditation process and the standards. Organization for the Accreditation Self Study began in spring 2009 with the completion of two events: the selection of a faculty co-chair to work with the campus accreditation liaison officer and the formation of an Accreditation Steering Committee.

Planning and Organization
In spring 2009, the Accreditation Steering Committee was formed. The committee includes four administrators, two classified employees, one confidential employee, and five faculty members. Among the faculty on the committee are the Academic Senate and Faculty Association presidents. The committee established tentative timelines for campus activities that promoted the accreditation process and elicited volunteers. A subcommittee was formed that included one classified employee, one faculty member, and the Vice-President of Academic Affairs. This subcommittee planned and conducted campus activities, including two Town Hall meetings and two ice cream socials.

In mid-May 2009, the College conducted an electronic version of a Campus Climate Survey. Sixty-nine faculty and staff completed the survey. During summer of 2009, the Accreditation co-chairs met regularly to create website content, design a template for the final report, develop a planning timeline, and recruit additional committee and subcommittee members. The Campus Climate Survey results were announced at the fall 2009 Professional Development Day and posted to the College website. The College community also received an accreditation update, a summary of the actions completed during the summer 2009, and a planning agenda for the fall 2009 through spring 2010 timeframe. The campus encouraged the community to participate in the process of the Self Study. During fall 2009 and spring 2010, the Accreditation Bulletin/Newsletter informed the College community about ongoing developments in the Self Study. The newsletter was electronically distributed as well as posted to the College website. The Accreditation Bulletin/Newsletter was distributed twice a semester.

In early fall 2009, the Vice-President of Academic Affairs invited ACCJC representatives to revisit the campus in order to review and discuss the accreditation process and the standards with new steering committee and subcommittee members. Following this meeting, the standard committees and subcommittees met regularly to work, distribute tasks, conduct research, and evaluate findings to incorporate in the Self Study draft. The committees also met regularly to discuss the elements of the standards and develop timelines to guide the process. A campus forum on Institutional Effectiveness was conducted November 6. Information discussed at the forum helped guide standard committee members through preliminary drafts of the standards. During this time, the membership of the Steering Committee included the Standard Co-chairs.

The standard committees and subcommittees reviewed the 2004 Self Study. The committees also reviewed the subsequent Midterm Reports prior to beginning preliminary drafts by the respective standard committees. Standard committees and subcommittees developed the preliminary drafts using the common set of questions provided by the ACCJC Standard Worksheets. The fall 2009
semester concluded in mid-December with the completion of preliminary drafts of standards I, II, and III. Standard IV was submitted three months later.

Spring 2010 began with the creating of the Writing Team composed of a Lead Writer, an Editor, and five Contributing Writers. An Evidence Team was also formed consisting of five classified staff members, a manager, and a faculty member. The Writing Team worked with the initial documents submitted by the standard teams, producing a Self Study draft. The team consulted Standard co-chairs when needed. During this time, the Evidence Team developed a process to request evidence, to collect evidence, and to format that evidence into a suitable document.

During the spring 2010 Professional Development Day (PDD), the campus informed the College community about the tasks accomplished during the fall 2009 semester. At the PDD general assembly, PowerPoint presentations illustrated how the institution strives to improve institutional effectiveness, to create effective programs, to develop quality courses, and to foster assessment-based student learning outcomes. One-hour workshops on these topics followed the general assembly. In addition, a follow up College Climate Survey was administered in paper format during the general assembly. One hundred thirty-three College employees participated. The survey results were discussed at a Steering Committee meeting and posted to the College website for the review of the College community.

In mid-May 2010, the campus posted the completed draft of the Self Study to the College website and presented it to the Steering Committee, the Academic Senate, Faculty Association, and College community. At an Accreditation Forum, the community, Standard Co-Chairs, and Writing Team discussed the Self Study draft. Forum organizers solicited feedback from the community. Subsequently, the Writing Team analyzed and incorporated the feedback into the final version of the Self Study Report.

The final version of the Self Study document was included on the Governing Board agenda for July 2010. Following the acceptance of the document by the Governing Board, the College’s printing department received the Self Study Report. The final document was posted to the College’s website in early August. In early August 2010, a copy of the Self Study Report was mailed to the Accrediting Commission for Community and Junior Colleges (ACCJC).
Staff of the Self Study

Accreditation Liaison Officer
The Vice-President of Academic Affairs served as the Accreditation Liaison Officer and also served as the Accreditation Steering Committee Co-chair. Since the beginning of the Self Study process, three individuals served in this capacity.

Faculty Co-chair
The faculty co-chair was recruited by one of the Vice-Presidents of Academic Affairs. The Accreditation Co-chair was an Instructor of reading who also serves as the Reading Department Coordinator.

Accreditation Steering Committee
The Steering Committee consisted of thirteen College employees: one confidential employee, three vice-presidents, two classified employees, and five faculty members, including the Faculty Association and Academic Senate presidents. The committee met biweekly throughout spring 2008, fall 2009, and spring 2010 to guide the process of the self-study.

Steering Committee Members
Dr. Elaine Burns, Vice President of Student Affairs and Services  
Dr. Guillermo E. Castilla, Physics and Mathematics Instructor  
Celia Cruz, Reading Instructor and Co-chair  
Chris Frazier, Math Instructor and President of Academic Senate  
Rebecca Gamez, Spanish Instructor  
Pat Gerster, Dean of Social Sciences and Humanities  
Sandra Gonzalez, Senior Administrative Assistant Business and Service Careers Division  
Joe Lugo, Computer Applications Instructional Assistant  
Isabel Macias, Executive Secretary to the President  
Arturo Reyes, Vice President of Academic Affairs and Co-chair  
Isai Ulate, Machine Technology Instructor  
David Yancey, History Instructor and President of Faculty Association  
Jim Williams, Vice President of Business Services

Standard Committees
Four standard committees were formed. Each was co-chaired by a faculty member and a dean. The committees charged with Standards II and III formed three and four subcommittees respectively.

Standard I Committee Members

**Chairs:**
Dr. Elaine Marie Burns, Vice-President of Student Services  
Dr. Guillermo E. Castilla, Physics and Mathematics Instructor  
Virginia Scales, ESL Instructor and Past Academic Senate President

**Members:**
Lynn Bailey, Community Member  
Dr. Elaine Marie Burns, Vice-President of Student Services
Dr. Guillermo E. Castilla, Physics and Mathematics Instructor
Laura Cervantes-Cordova-Assessment
Patricia Coletto, Articulation Specialist
Carlton Connor, Physical Education Instructor
Carla Esquivel, Outreach Staff Assistant
Patricia Greene, Job Placement
Sherry Hood, Reprographics Supervisor
Joe Lugo, CIS Lab Assistant
Cam Martian, AmeriCorps Coordinator
Teresa Paiz, Admissions and Records Coordinator
Phillip Renteria, Student Life Director
Virginia Scales, ESL Instructor and Past Academic Senate President
Anh Truong, Financial Aid Specialist
Pamela Turner, UMOJA Counselor
Sue West, Administrative Assistant, Vice-President of Student Services Office
Ada Weeks, Cosmetology Instructor

**Standard II Members**

*Standard II*

*Co-chairs:*
Dr. Patrick Gerster, Dean of Social Sciences
Dr. Guillermo Castilla, Mathematics Instructor

*Standard II A: Instructional Programs*

*Co-chairs:*
Dr. Leandra Martin, Dean of Mathematics & Sciences
Leslyn McCallum, Communications Instructor

*Members:*
Dr. José Cabrera, Chemistry Instructor
Bruce Geer, Campus Tech Support
Robert Gutierrez, Instructional Assistant Reading & Writing Center
Sue Hager, Curriculum Specialist
Debbie Huntze-Rooney, Physical Education Instructor
Renza Nassab, Cosmetology Instructor
Dorothy Pucay, ESL Instructor & IPCC Chair
Kishan Vujjeni, Dean of Careers & Business Services

*Community Members:*
Neil Struthers, Community Member
Bill Erlendson, Community Member
Carol Coen, Community Member
Standard II B: Student Support Services  
*Chairs:*  
Marilyn Brodie, WIN & CalWorks Director  
Dr. Elaine Marie Burns, Vice-President of Student Services  
Fabio Gonzalez, EOP&S Director & Counselor  
Dr. Romero Jalomo, Dean of Special Programs & Counseling  

*Members:*  
Brenda Barnes, Admissions & Records  
Takeo Kubo, Financial Aid Director  
Phil Renteria, Student Life Director  
Carlo Santo, Admissions & Records Director  
Ann Soman, Mathematics Instructor  
Solomon Wilson, CARR Program Specialist  

Standard II C: Library/Learning Support Services  
*Co-chairs:*  
Joséph King, Librarian & Academic Senate Vice-President  
Priscilla Munoz, Learning Resource Center Supervisor  

*Members:*  
Judith Francisco, Library Services  
Debra Franco, Library Services  
Peter Vu, Library Services  

**Standard III Members**  
Standard III A: Human Resources  
*Co-chairs:*  
Bunnie Rose, Support Services  
Isai Ulate, Machine Technology Instructor  

*Members:*  
Bev Lynch, Business Services  
Maricela Disch, Human Resources  
Sam Ho, Human Resources  

Standard III B: Physical Resources  
*Co-chairs:*  
Kishan Vujjeni, Dean of Business Services & Careers  
Steve Mansfield, HVAC Instructor  

*Members:*  
Joe Andrade, Custodial Supervisor  
Thang Do, Community Member  
Heidi Hoffman, Business Services
Michael La Rocca, Community Member
Gail Mathis, Maintenance Supervisor
Rudy Nasol, Facilities
Hugo Torres, Cosmetology Instructor
Anthony Vukelich, Instructional Lab Technician

Standard III C: Technology Resources

Members:
Eugenio Canoy, Campus Tech Director and Co-chair
Bruce Geer, Campus Tech
Robert Hager, Campus Tech
Heidi Kozlowski, English Instructor
Joe Lugo, Computer Application Instructional Assistant
Joanne Nakaso, Disabled Students Program
Cres Nolasco, Campus Tech
Carlo Santo, Admissions and Records Director
Leslie Takei, English as Second Language Instructor & Co-chair
Robert Wing, Librarian

Standard III D: Financial Resources

Co-chair:
Grace Zhen, Business Services Supervisor

Members:
Takeo Kubo, Financial Aid Director
Linda Jimenez, Business Services
Roi Ann Thompson, Math/Science Department

Standard IV: Leadership & Governance

Co-chairs:
Jesus Covarrubias, Ethnic Studies Instructor
Faith Ettinger, Counseling Department
Christopher Frazier, Academic Senate President & Math Instructor
Dr. Romero Jalomo, Dean of Special Programs & Counseling

Members:
Rosalie Ledesma, Office of the Chancellor
Beverly Lynch, Business Services
Isabel Macias, Executive Secretary to the President
Leslie Rice, ESL Instructor, RWC Lead Instructor

Students:
Autumn Gutierrez, Student Trustee
Ryan Keenan, Student
Kelly Melocik, Student
Elisha St. Laurent, Student
Evidence Team

Members:
Dr. Guillermo Castilla, Standard II
Pat Coletto, Standard I
Dr. Patrick Gerster, Standard II
Robert Gutierrez, Co-chair & Standard II
Jennifer Green, Co-chair
Sue Hager, Co-chair & Standard II
Ariel Rodeo, Standard III
Sue West, Standard I

Writing Team

Members:
Michelle Blair, Editor
Dr. Guillermo Castilla, Lead Writer
Fabio Gonzalez
Robert Gutierrez, Lead Writer
Dr. Suzanne Gutierrez
Susan Hager, Lead Writer
Joséph King
Accreditation Planning Document (January 25, 2010)

Summer 2009
August
Finalize Accreditation team member list/placement.
Calculate accurate status of SLO’s and plan for further development/assessment.
Identify SLO Coordinator.
Actualize accreditation Self-Study/SLO/planning website.
Disseminate CCCSE Survey results (on web).
Assemble relevant SJCC accreditation information.

Fall 2009
August
PD Day Accreditation update to campus.
Standard teams update steering committee on self-study progress.

August-October
Standard teams meet to dialogue, acquire evidence, and begin to prepare draft report.

September
Campus SLO Development and Assessment.
Co-chairs meet with Standard Chairs and Team members regarding status.

October 30
Campus Forum I: Campus Planning: Accreditation Standards SLO’s, and Program Review.
ACCJC: Dr. Barbara Beeno and Dr. Jack Pond.

November 6
Campus Forum II: Mission, Vision, and Institutional Effectiveness;
SJCC and CRC with Dr. Norv Wellsfry.

November-December
Training session for writing team members (and team members if needed).
Writing teams review and discuss draft reports with co-chairs, committees, assess evidence gaps, solicit and obtain needed resources/feedback.

December
Standard I-IV preliminary draft reports due.

Spring 2010
December-January
Responses to previous recommendations drafted and evidence collected.

February
Self Study Draft #1 due.
Campus Forum III: Self Study/Accreditation Update.
Make decision regarding team workroom and facilities.
Writing teams revise draft report, solicit/include additional evidence, coordinate with all standard co-chairs, and consult with steering committee and accreditation co-chairs.
Steering Committee Reviews:
  (1) Responses to previous recommendations
  (2) All Standard draft reports
Standard teams include evidence and revise reports in collaboration with standard co-chairs.
Standard chairs and administrative team complete Self Study Introduction.

March  
Writing Teams submit reports to post on website.
Reports posted on website and paper drafts available to campus community.
College community reviews drafts on Internet and provides input/comments.
Open comment and review period.
Writing Teams review reports with committees, co-chairs, Self Study co-chairs.
Campus Forum IV: Draft Self Study review and discussion.

April  
Share draft with appropriate shared governance committees (CPC).
Administer follow-up Self Study Survey.

May  
Writing teams submit final draft with survey results and supporting evidence.
Certification of Self Study Report.
Prepare/organize evidence for study.
Plan for team room.
Update website.

Summer 2010
Report to Board of Trustees for approval of self study.
Edit Self Study draft 2.
Produce FINAL Self Study Report.
Send materials to ACCJC and visiting team members.
Prepare for team visit.
Abstract of the Self Study by Standard

Standard 1

Standard 1A: Institutional Mission
The San José City College Mission Statement asserts the intent “to effect social justice by providing open and equitable access to quality education and programs that both challenge and prepare individuals for successful careers and active participation in a diverse, global society.” The 2008 revision of the Mission Statement addresses the need for and inclusive environment in order to prepare students for success. The College also reaffirmed its Vision Statement of inspiring success one student at a time, reasserting core values that are collaborative, student-centered and priority-driven.

SJCC is an open-access higher education institution serving a trustee-represented district of San José. Data, campus dialog, and focus groups help the campus continually assess how well it is meeting the needs of its student population. Such feedback allows for the modification or addition of educational programs and services as required. In the last few years, assessment led to expanded learning support services and basic skills offerings to aid student learning. In this light, the revised mission statement acts as a guide in strategic planning and decision-making. Regular course, instructional and program reviews are structured to align the College’s work with its Mission.

Standard 1B: Improving Institutional Effectiveness
The College has undergone many changes in the last four years. During this time, eight presidents have served: two permanent, three acting, and three interim. Despite the challenges of such change, and of the current budget for higher education in California, SJCC is committed to shared governance, seeking participation from faculty, adjunct faculty, classified staff, students and administrators. Shared governance drives an ongoing dialog about improving student learning and institutional processes. Major improvements in the student learning outcomes and institutional evaluation are in place.

Since the last accreditation, SJCC is more data driven, fostering a culture of evidence to more effectively assess the progress of initiatives and to make better decisions regarding institutional effectiveness. The Self Study Report cites specific actions that demonstrate the College’s commitment to support student learning and assessment. Guided by the mission statement and strategic planning, SJCC developed commitments to action (CTAs) that align campus goals with those of the Chancellor, the District, and the spirit of the mission statement.

Standard 2

Standard 2A: Instructional Programs
San José City College offers high quality instructional programs in traditional and electronic settings leading to Associate of Science degrees and Associate of Arts degrees, certificates and employment eligibility. Academic programs are also available for students seeking to transfer to higher educational institutions. The mission to provide access to a broad range of instructional programs allows the College to address a broad range of student needs. The quality of course offerings, regardless of method of delivery, location, or credit awarded, are assessed through an comprehensive review and planning process that is itself currently in the process of review.
During the 2008-09 academic year, student service administrators developed SLOs based on the College’s Institutional Learning Outcomes. Matriculation is currently refining SLOs to be inclusive of all departments. In the fall of 2009, the College staffed a faculty position through release time to serve as Student Learning Outcomes and Assessment Coordinator in order to facilitate SLOs for courses, programs, certificates and degrees.

SJCC is committed to meeting the learning needs of its students through the use of research and analysis. In addition to district support, the College has demonstrated its commitment to research by engaging in two major initiatives, the CSU Equity Scorecard project and the Achieving the Dream initiative, both of which focus on using institutional data and research to improve student success, particularly among traditionally underperforming students. All courses, degrees and certificates offered at SJCC undergo review, analysis and refinement to ensure that they meet the College Mission and uphold the integrity of the school. This process includes rigorous assessment of course outlines, program reviews, articulation requirements, and faculty evaluations.

**Standard 2B: Student Support Services**

The Student Affairs and Services mission focuses on providing efficient and effective programs and services to the diverse SJCC community. To nurture, support, and empower students to meet their educational career and personal goals, the College identifies support needs through the admissions process, matriculation statistics, and research data. Comprehensive student support services include: admissions; assessment; CalWORKs; Career and Transfer Center; Child Development Center; Cooperative Agencies Resources for Education (CARE); counseling; Creative Athletic Retention Response Program (CARR); Disabled Students Program and Services (DSP/S); Extended Opportunity Programs and Services (EOP&S); financial aid; health services; job placement; the METAS Program; Middle College; the Puente Program; the Reading and Writing Center; outreach; service learning; student activities; student conduct; student government; student life; tutoring; the Umoja Program; and veteran services.

Several ongoing methods of evaluating the quality of student support are employed to demonstrate the success of these services, including program review, college performance indicators, focus group reports, student and community surveys, and student profile reports. Every three to five years, each program in the student services division participates in the program review process administered through the new Student Success Committee. Recommendations are generated through this process to facilitate strategies for improvement. The College also assesses student support services by reviewing student learning outcomes (SLOs).

SJCC employs a variety of instructional delivery modes to promote “open and equitable access” for all students, including in-class, online, and hybrid methods. This diversity of strategies unifies curricular objectives and the College mission by providing “open and equitable access” to all students while helping to “challenge and prepare” them for “successful careers and active participation in a diverse global society” (SJCC Mission Statement). Regardless of delivery, every course uses the same course outline in order to ensure that learning objectives are consistently followed.
**Standard 2C: Library and Learning Support Services**

SJCC’s Cesar E. Chavez Library and Learning Resource Center (Library/LRC) aligns its operations with the College mission to support the instructional and informational needs of a diverse student population. The Library/LRC does so by providing access to a wide range of learning materials, audiovisual equipment, and computers. The library program has a history of superior service, providing support for those needing remediation and basic skills, as well as creating a library collection with academic rigor. The three-floor, state-of-the-art building houses open study areas on each floor, three areas with open computer stations, small group study rooms, an electronic learning lab, conference rooms, the Reading and Writing Center (RWC), the ESL Lab, the Tutoring Center, and the Technology Skills Center.

Experienced staff and librarians administer the library. Individual librarians keep current in their subject fields; communicate and collaborate with faculty; and attend division and departmental meetings. The librarians also maintain a collection of resources based on the SLOs of individual courses. The library reference desk is staffed during all open hours. Despite budget cuts, the library succeeded at adding additional reference hours during the fiscal year 2009.

The LRC consists of labs to aid student success; services are free to all registered students. Student tutors staff the Tutoring Center, assisting fellow students in multiple disciplines, including math, physics, chemistry, and accounting. Full-time and adjunct ESL instructors, a Coordinator, and a full-time Instructional Assistant (IA) staff the ESL Lab. The Coordinator of the ESL Lab maintains the online lab located at: www.eslstation.net. The RWC provides one-on-one, group, and in-class tutoring by faculty, IAs, and peer tutors. Services in both the ESL Lab and the RWC include conferencing with an instructor, IA or peer tutoring on any written assignment (in the RWC only), language tasking, and answering academic questions. Student can also get help with computer and Internet use, attend workshops, study in small groups, and use software programs that supplement course work.

Information Competency (IC) is achieved by varied means. Librarians currently attend conferences on IC and have expanded their orientation program to include focused instruction in IC. However, a greater budget needs to be allocated for the College to meet all of its IC needs.

The Library/LRC has made distinct progress in regular evaluation of its programs. A Continuous Program Review (CPR) was written to outline division goals and foster strategic planning that aligns with the College academic mission. The CPR helps the library identify SLOs and budget priorities.

**Standard 3**

**Standard 3A: Human Resources**

SJCC board policy dictates the hiring of individuals that contribute to the mission of the College. The policy dictates the hiring of individuals who have the ability to function in and contribute to a diverse environment. Staffing decisions are based on program needs assessed in the context of strategic planning and budget availability. The need for positions is determined through the program and division review processes. Screening committees identify candidates able to contribute to a quality education for students. Committees follow an established, defined, and detailed process attentive to equitable procedures.
The personnel evaluation process ensures that employee assessments contribute to institutional improvements and effectiveness. All levels of personnel are required to set goals for improvement and development during their evaluation process. Currently, the District is facing budget cuts that affect the level of financial resources available to meet staffing needs.

District policies regarding human resources are developed through a collaborative decision-making process involving governing groups that represent faculty, classified staff, students, and management. Written policies, disseminated to new employees in a human resources orientation or by campus representatives, seek to establish fair employment practices that foster diversity goals consistent with the College mission.

Standard 3B: Physical Resources
SJCC is in an unprecedented phase of growth. Transformed with the addition of major new facilities, the campus provides the staff and students an appealing environment conducive to teaching and learning. In February 2010, the College launched a 2025 Educational Master Plan (EMP) through a Collegewide planning process to be completed by June 30, 2010. The EMP will help foster Proposition 39, a bond measure on the ballot in November 2010, if a survey of community taxpayers indicates support. The passing of Bond Measure G in 2004 allowed for the following construction and/or renovation of the Cosmetology Building, Reprographics, the College Student Union, Admissions and Records, and the Applied Sciences Center. Additional Measure G projects in the planning and design phase include the multi-disciplinary Fine Arts Complex and the Physical Education Facility, which will replace the existing gyms.

The College is evaluating, with broad participation, the facilities and equipment for all divisions and programs. Members of the community have provided considerable input, leading to significant decisions on the replacement of equipment and furniture as the budget allows. This evaluation process also carefully ensures that all facilities are constructed and maintained with access, safety, security, and a healthful learning environment as top priorities.

Standard 3C: Technology Resources
SJCC provides technology services, professional support, facilities, hardware, and software to enhance the effectiveness of the institution by aiding learning, teaching, and student support. The College uses a department and administrative component-driven decision-making process to prioritize technological expansion. New technologies and the maintenance of existing resources are closely aligned with the instructional and operational needs of the District. The Campus Technology Committee (CTC) prioritizes these requests based on budgetary and functional requirements.

In the spring of 2008, the strategic planning technology focus group established a goal of enhancing student learning through current technology tools. Training through workshops and orientations provides a variety of ways to meet the technology needs of the campus community. Online course delivery is an area of particularly rapid growth. Assessing how the College meets its technology needs is now part of the program review process. As a result of input from various constituency groups, SJCC launched in the fall of 2008 a new website. The website utilizes technology that drives a dynamic interface through which content is updated in real-time via database driven web pages. By the end of the 2009-2010 academic year, the College will develop a systematic method
to match the acquisition and implementation of technology with the staffing and budget needed to support these services.

Standard 3D: Financial Resources
Financial planning is essential to the institutional planning process. The District develops budget assumptions based on internal and external factors affecting revenue and expenditures. These assumptions are communicated to the Finance Committee for review and discussion, and are then integrated into the budget development process. Discussion regarding annual budget priorities and assumptions serve as the foundation for the allocation of resources. Program reviews and District/College needs inform requests for budget augmentations. However, many program reviews need to be updated.

The discussion of campus planning needs is realistic in its assessments of financial resources. The Administrative Services Department monitors changes in the state budget and maintains the flexibility to adapt to changing economic conditions. The District is in compliance with generally accepted accounting principles and presents its financial statements and budget documents with an emphasis on clarity. The District maintained a five percent reserve in the last three years. However, better budget management in individual divisions is necessary to avoid overspending. As a result of the financial crisis in the state, the College will monitor its budget more frequently than before. Greater vigilance will help ensure that the District and College funding levels are sufficient to meet regular obligations and cover liabilities. The College will also explore options to optimize efficiencies in order to spend within its means.

Some concerns have been noted regarding the accessibility of budgetary information to everyone in the campus community. In response, the Administrative Services Office will be conducting periodic budget forums to present information and answer questions regarding the budget. Additionally, the College will continue to update the campus website to make budget information current and timely.

Standard 4
Standard 4A: Decision-Making Roles and Processes
Clear structures exist for leadership both for the College as a whole as well as for its divisions. SJCC encourages all members of the campus community to participate actively in improving College programs and services. Staff, administration, faculty, and students are all considered vital to the process of decision-making. Additionally, standing committees and open forums allow any campus member to contribute to shared governance. The processes for strategic planning, for reviewing the mission, and for the recent updating of the Master Plan all provide many opportunities for participation. However, as a result of recent cuts in the workforce, many classified employees are concerned about their role in shared governance.

SJCC is committed to shared and participatory governance, and actively solicits and encourages all constituencies to participate in governance. College committee membership is diverse, with representation from administration, faculty, classified staff, and students. The College actively supports the work of the Academic Senate, granting its elected leaders ample compensated release time for participation.
As evidenced by the 2007 Midterm Report and the last full accreditation process in 2004, SJCC complies with the standards, policies, and guidelines of the ACCJC. In the midterm report and the 2008 focused Midterm report, the College responded expeditiously and honestly to all recommendations. The College also meets the Commission requirements for public disclosure as an accredited institution by publishing information about the Accrediting Commission on the College website and in the Catalog.

**Standard 4B: Board and Administrative Organization**

The Board of Trustees governing SJCC is an independent policy-making body that reflects the public interest in its activities and decisions. Board members are elected by area, assuring fair representation for the public interests of the whole District. The board welcomes open discussion and provides opportunities for members of the staff and the public to address the board. Board policy establishes several goals that guarantee the quality, integrity, and improvement of student learning programs and services. The Board is committed to fulfilling its financial, legal, human resource, and operational obligations, as well as to supporting the educational programs of the College. As necessary, the Board reviews and revises policies following recommendations from within the Board and from constituency groups of the District.

After the Board, the administrative structure continues with the Chancellor, the College President, three organizational areas led by Vice Presidents, Division Deans, and support service Directors. The administrative structure needs to be stabilized by filling vacancies that are the result of recent turnover.

The Board of Trustees clearly defines, implements, and publishes policies for self-evaluation. However, the self-evaluation process is not easily accessible. The District, in consultation with the College, needs to design a more formal and systematic method to evaluate current decision-making structures and processes. This method needs to have enough flexibility to be used as a tool for planning and informing potential reorganization in the College.
### Standard I: Institutional Mission and Effectiveness

#### A. MISSION
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

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<tr>
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<th>College</th>
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<tbody>
<tr>
<td>1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.</td>
<td>P</td>
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<tr>
<td>2. The mission statement is approved by the governing board and published.</td>
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<td>SH</td>
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<tr>
<td>3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</td>
<td>P</td>
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<tr>
<td>4. The institution’s mission is central to institutional planning and decision-making.</td>
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#### B. IMPROVING INSTITUTIONAL EFFECTIVENESS
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing:

- Evidence of the achievement of student learning outcomes;
- Evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

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<tr>
<td>1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</td>
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<tr>
<td>2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</td>
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3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Standard I: Institutional Mission and Effectiveness
Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

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<td>1.</td>
<td>The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</td>
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<td>a.</td>
<td>The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</td>
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<td>b.</td>
<td>The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.</td>
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<td>c.</td>
<td>The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.</td>
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2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

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<td>a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.</td>
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<td>b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.</td>
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<td>c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning, characterize all programs.</td>
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<td>d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</td>
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<td>e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</td>
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<td>f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</td>
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<td>g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.</td>
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<td>h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.</td>
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<tr>
<td>i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.</td>
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3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:

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<td>a.</td>
<td>An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.</td>
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<td>b.</td>
<td>A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</td>
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<td>c.</td>
<td>A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</td>
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4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

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<td>a.</td>
<td>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.</td>
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<td>b.</td>
<td>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.</td>
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c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

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<td>a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</td>
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<td>b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.</td>
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<td>c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, and that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.</td>
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<td>8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.</td>
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B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

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<td>1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.</td>
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<td>2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.</td>
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<td>3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</td>
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a. 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. | P  | S |

b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. | P  | S |

c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. | P  | S |

d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. | P  | S |

e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. | P  | S |

f. 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. | P  | S |

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. | P  | S |

**C. LIBRARY AND LEARNING SUPPORT SERVICES**

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. | College | District |

   a. 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 of the institution. | P  | S |
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

d. The institution provides effective maintenance and security for its library and other learning support services.

e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

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

Standard III: Resources

A. HUMAN RESOURCES
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.  

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<td>b. 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.</td>
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<td>c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</td>
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<td>d. The institution upholds a written code of professional ethics for all of its personnel.</td>
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<td>2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.</td>
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<td>3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.</td>
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<td>a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.</td>
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<td>b. 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.</td>
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<td>4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.</td>
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<tr>
<td>a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.</td>
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<tr>
<td>b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</td>
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c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students. | P | S
---|---|---
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. | P | S
   a. The institution plans professional development activities to meet the needs of its personnel. | P | S
   b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. | P | S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement. | P | S

**B. PHYSICAL RESOURCES**

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

### College | District
---|---
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. | S | P
   a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. | S | P
   b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. | S | P
2. 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. | P | S
   a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. | S | P
   b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement. | P | S

**C. TECHNOLOGY RESOURCES**

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

### College | District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

   a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

   b. The institution provides quality training in the effective application of its information technology to students and personnel.

   c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

   d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

**D. FINANCIAL RESOURCES**

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

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1. The institution relies upon its mission and goals as the foundation for financial planning.

   a. Financial planning is integrated with and supports all institutional planning.

   b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

   c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

   d. 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.

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

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b. Appropriate financial information is provided throughout the institution.

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c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

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d. 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.

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e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

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f. 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.

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g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

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3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

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### Standard IV: Leadership and Governance

#### A. DECISION-MAKING ROLES AND PROCESSES

The institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.

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2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

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   a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

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   b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

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3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

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4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

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5. The role of leadership and the institution’s governance and decision-making structures 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.

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A. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

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1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.
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<td>a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.</td>
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<td>b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.</td>
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<td>c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.</td>
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<td>d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.</td>
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<td>e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.</td>
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<td>f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</td>
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<td>g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.</td>
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<td>h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.</td>
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<td>i. The governing board is informed about and involved in the accreditation process.</td>
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<td>j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</td>
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<td>2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</td>
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<tr>
<td>a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</td>
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b. The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;
- establishing procedures to evaluate overall institutional planning and implementation efforts.

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<td>c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</td>
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<td>d. The president effectively controls budget and expenditures.</td>
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<td>e. The president works and communicates effectively with the communities served by the institution.</td>
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3. In multi-college districts or systems, the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

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<tr>
<td>a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.</td>
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<td>b. The district/system provides effective services that support the colleges in their missions and functions.</td>
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<td>c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.</td>
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<td>d. The district/system effectively controls its expenditures.</td>
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<td>e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.</td>
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<td>f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.</td>
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<td>g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
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Certification of Continued Compliance with Eligibility Requirements

1. Authority
San José City College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor’s Office.

2. Mission
San José City College’s educational mission as a community college is clearly defined and published in its catalog. The educational mission is aligned with the San José Evergreen Community College District’s educational mission statement. The San José Evergreen Community College District Board of Trustees approved the College’s most recent revision to its mission statement in December 2008.

3. Governing Board
San José City College is one of two colleges in the San José Evergreen Community College District. The district is governed by a publicly elected seven-member Board of Trustees, joined by a non-voting student trustee from each college. The Board of Trustees functions as an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions, and is sufficient enough in size to fulfill its responsibilities consistent with the California Education Code. Board members have no employment, family, or personal financial interest in the institution.

4. Chief Executive Officer
San José City College has a chief executive officer whose full-time responsibility is to the institution. The San José City College president is appointed by the San José Evergreen Community College District Board of Trustees and reports to the district Chancellor. The Chancellor is appointed by and reports to the Board of Trustees.

5. Administrative Capacity
San José City College has sufficient academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the College mission. Organizational charts for the College are included in the introduction of this report.

6. Operational Status
San José City College is operational with over 8,000 students enrolled (and over 12,000 headcount). Most are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions.

7. Degrees
San José City College offers the Associate of Arts and Associate of Science degrees. It has 25 degree programs. A majority of students are enrolled in courses that are required for a certificate or degree program, and/or required for transfer to four-year institutions as described in the College catalog.

8. Educational Programs
San José City College’s degree programs are congruent with its mission and are based on recognized higher education fields of study. The instructional and programs curriculum committee, a committee of the San José City College academic senate, ensures the programs are of appropriate content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. The degree programs meet California Code
of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work. The College also offers 55 vocational certificates in career and technical education in 17 program areas.

9. Academic Credit
San José City College awards academic credits based on accepted practices of California community colleges under California Code of Regulations, Title 5. Detailed information about academic credits is published in the College catalog and schedules.

10. Student Learning and Achievement
Objectives for all degree and certificate programs are published in the College catalog. Outcomes for courses are described in the course outlines. All course outlines approved by the Curriculum Committee are required to have clearly stated learning outcomes and objectives. Authentic assessment is underway for some programs, and results are being used for improvement.

11. General Education
Students must complete a minimum of 39 semester units to complete AA degree requirements and 24 units for AS degrees. General education courses and demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The general education units include an introduction to major areas of knowledge, and degree credit for the College’s general education courses is consistent with the levels of quality and rigor appropriate to higher education.

12. Academic Freedom
Faculty and students at San José City College are free to examine and test all knowledge appropriate to their discipline or area of major study. The College catalog and the Faculty contract clearly state the Academic Freedom policy. The San José Evergreen Community College District expresses its support for the principle in its Board Policy.

13. Faculty
San José City College has 125 full-time faculty and over 310 adjunct faculty. Faculty must meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community College Faculty established in California Code of Regulations. Degrees and length of faculty services are listed on the college catalogue. The faculty contract contains a description of faculty responsibilities.

14. Student Services
San José City College provides a comprehensive array of student services for all its students, as well as basic skills courses for those students requiring better preparation for college level work.

15. Admissions
San José City College has adopted and adheres to admission policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title 5. Admissions policies are published in the College catalog and class schedules.

16. Information and Learning Resources
San José City College provides specific long-term access to sufficient print and electronic information and learning resources through its libraries and academic support programs to meet the educational needs of students and programs.
17. Financial Resources
San José City College, through the San José Evergreen Community College District, publicly documents a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs, and to assure financial stability.

18. Financial Accountability
The San José Evergreen Community College District regularly undergoes and makes available an external financial audit for the district and its colleges by a certified public accountant. The audit is conducted in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States. Copies of the District Budget are available and are reviewed regularly along with the status of state resources. District-wide quarterly reports are presented to the governing board in a public session.

19. Institutional Planning and Evaluation
The College systematically evaluates how well and in what ways it accomplishes its purposes through various integrated processes that include strategic plan review, program review for both instructional and student services and educational master plan review. College planning and evaluation processes align with San José Evergreen Community College District processes.

20. Public Information
All information pertinent to mission, objectives, admission requirements and procedures, rules and regulations affecting students, programs and courses, degrees offered, requirements, costs, refund policies, grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the institution are published in the SJCC catalogue and other appropriate places, including the home page of the SJCC website.

21. Relations with the Accrediting Commission
San José City College and the San José Evergreen Community College District Board of Trustees provide assurances that the institution adheres to the eligibility requirements and accreditation standards and policies of the Commission. The institution describes itself in identical terms to all its accrediting agencies, communicates changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities.
Statement of Assurance

We hereby certify the San Jose City College continues to meet the eligibility requirements for accreditation.

Signed:

[Signature]

Douglas M. Treadway, Ph. D.
Interim College President

[Signature]

Balbir Dillon
Board of Trustees President
Certification of the Institutional Self Study Report
(July 2010)

To: Accrediting Commission for Community and Junior Colleges
   Western Association of Schools and Colleges

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

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community in preparing the report, and we believe that it accurately reflects the nature and substance of this institution.

Signed:

Dr. Doug treadway
Interim College President

Dr. Rita Cepeda
SI/ECCD Chancellor

Raymond Porras
Associated Student Government

Arturo Reyes
Accreditation Committee Co-Chair

Balbir Singh Dhillon
Board of Trustees President

Chris Frazier
Academic Senate President

Peter Engdahl
Classified Senate President

Celia Cruz Johnson
Faculty Accreditation Committee Co-Chair
The mission of San José City College is to effect social justice by providing open and equitable access to quality education and programs that both challenge and prepare individuals for successful careers and active participation in a diverse, global society. To fulfill our commitment to student learning and to assist students of all ages and backgrounds in achieving their education, employment, and lifelong learning goals, we offer the following:

- Two-year college degrees and certificates
- Lower-division transfer and general education courses
- Basic skills and English as a Second Language instruction
- Career and technology training

The Mission Statement was adopted by the College Planning Council on May 8, 2009.
Institutional Responses to 2004 Self-Study Recommendations

The Accreditation Site Team’s visit to San José City College on October 12 through 14, 2004 resulted in recommendations applicable to Evergreen Valley College as well as two “overarching recommendations” specific to San José City College. The shared and overarching recommendations prompted six serial reports over the ensuing years: the Progress Report, March 15, 2005; the Accreditation Progress Report, October 2005; the Follow-Up Report (evaluation progress), November 2006; the Focused Midterm Report, October 2007; and the Follow-up Report, October 2008. These reports are in addition to SJCC’s annual reports.

The reports and recommendations from the 2004 self-study can be viewed in their entirety at: http://jaguar.sjcc.edu/accreditation/otherReports.html
Summarized below, these reports function as both a historical retrospective and a serviceable preamble to the 2010 full Site Visit Report.

Shared Recommendations (with Evergreen Valley College)

Shared Recommendation #1: The team recommends that the Board of Trustees limit its actions to establishing policies while delegating operational authority for implementing and administering Board policies to the Chancellor. (IV-B.1.j)

Shared Recommendation #2: The team recommends that the District clearly delineate and communicate the operational responsibilities and functions of the District from those of the College and consistently adhere to this delineation in practice. (IV-B.3.a) (EVC, Recommendation 18)

Shared Recommendation #3: The team recommends that the Board of Trustees systematically reviews and updates its policies and practices on a regular basis. (IV-B.1.e) (EVC, Recommendation 19)

Shared Recommendation #4: The team recommends that the Board of Trustees adhere to its policy of conducting regular self-evaluations. (IV-B.1.g) (EVC, Recommendation 20)

Shared Recommendation #5: The team recommends that the College and the District act expeditiously and with due diligence to respond to recommendations made by ACCJC. (IV-A.4) (EVC, Recommendation 15)

The focus of Shared Recommendations #1, #2, #3, #4, and #5 pertain to the proper role of the Board of Trustees regarding the conduct of College affairs. These recommendations are dealt with in relation to each other in this discussion.

In direct response to the Visiting Team’s Shared Recommendations #1 through #5, the Board of Trustees quickly articulated its commitment to limit its action to establishing policies, delegating operational authority for the implementation and administration of board policies to the Chancellor. This was reported to the Commission via the College’s March 15, 2005 Progress Report.
To address this recommendation, the Board held the first of a two-part self-evaluation on May 4,
2004 in an open-session. The session included telephone or in-person interviews with the seven publicly elected Board members to review accomplishments, strengths, Board roles and functions, as well as possible strategies for improvement. The process, facilitated by Dr. Cindra Smith, included a discussion on both how the Board defines policy and how well it fulfills its policy role. The Board noted an occasional tendency to micromanage.

The second Board self-evaluation was conducted on November 30, 2004. This session included a discussion on the distinction between setting policy and managing behavior. The Board took significant steps towards referring College and District operational matters to the Chancellor. The Board in all likelihood would have assumed responsibility for this result prior to the receipt of the Commission’s Recommendation #1.

Pursuant to the goal of “limiting its actions to establishing policies,” the Board elected in their January 2005 meeting to eliminate the Accountability and Trust Committees, establishing a three-member Board Policy Review Committee. The Policy Review Committee took a leadership role in reviewing and updating Board policies in alignment with the Commission’s mandate. At the March 8, 2005 Board meeting, the SJCC and EVC presented drafts of their responses to the Commission’s recommendations for review.

At this meeting, the board was to accomplish the following:

1. Approve the continuation of management contracts;
2. Approve the non-renewal of a Dean’s contract, a position that was eliminated as part of EVC’s reorganization plan (which unanimously approved by the board in January 2005);
3. Allow SJCC two months to engage in a reorganization planning process that would create a Vice President for Student Services by holding three management positions on hold for two months;
4. Approve the drafts of the position descriptions for the two SJCC Vice Presidents (Academic Affairs and Student Services);
5. Allow the recently retained Interim Associate Vice Chancellor for Human Resources adequate time to address the scope and function of the campus Diversity Office by holding the contracts of the two diversity officers until May 1, 2005, pending the outcome of this analysis.

These plans were presented to the Commission following discussions with the College Presidents and the Vice Chancellor about cost considerations and the March 15 deadline for employment contract notices to managers. This presentation offered early evidence of the Board’s restraint regarding daily operations at the Colleges.

The Board fully recognized that it must limit its role to setting policy shortly after the Site Visit. However, a general consensus grew concerning the need to establish ongoing board development study sessions aimed at reinforcing the policy-making role. As a result of realization, Dr. Barbara Beno was invited to address the Board on the accreditation standards at a May 10, 2005 meeting. After this meeting, the District Chancellor recommended a Board development series for the 2005-06 academic year. The separation of policy formation from operational authority was further clarified with the hiring of a permanent Chancellor in 2005.
During the transition from the campus Site Visit of October 2004 to the 2005 Progress Report, Board discussions continued regarding the division of labor between policy and operational authority. The Board focused on outlining what should be its level of involvement and what should be delegated to a College and District process. In this fashion, the Board demonstrated good faith in evaluating its role in relation to College and District affairs. The Board likewise actively engaged in a workshop on these matters, a process followed by further discussion. These self-reflective sessions on the issue of “micromanagement” demonstrate a proactive desire to address the Commission’s concerns. As a result, the Board has a growing understanding of the complexity of real and perceived micromanagement. The Board understands that it cannot make administrative determinations unless Board policy is clearly violated. In addition, District and College administrations understand the need to follow policies (e.g., on diversity in layoffs and hiring as well as with the evaluation of administrators) in more consistent and documented ways.

Noticeable effort and progress toward delineation of district versus campus responsibilities was manifest by the time of the Progress Report of March 15, 2005. However, in personnel matters the Board restraint regarding campus decision-making was still marked by occasional difficulties. As a case in point, at the August 2005 Board of Trustees meeting, one or two Board members attempted to overrule a collective campus hiring recommendation. In ultimately accepting the campus recommendation and rejecting the proposed override, however, the majority of the Board provided tangible evidence that it was moving toward a proper delegation of operational authority to the campuses.

During its November 20, 2006 visit to SJCC, the accreditation visiting team members stated that Shared Recommendation #1 “has been substantially met.” The Visitation Report cited conclusions from the October 2006 Progress Report. In that report, the District trustees and employees at SJCC noted that individual concerns were no longer brought directly to trustees by College faculty or staff. Similarly, the visiting team found no evidence of district Trustees taking their individual and personal concerns directly to faculty or staff at SJCC. Interviews with the Trustees, Chancellor, senior administrators, and the leaders of the faculty and staff confirm the Board’s determination to adhere to Board Policy 2430. Board Policy 2430 specifically gives the Chancellor executive responsibility for administering policies adopted by the Board and for executing all decisions of the Board requiring administrative action.

In the interest of continuing compliance with its designated policy role, the Chancellor initiated several activities directed at educating Board members on their roles. These activities included a half-day Board retreat on policy-making and implementation; the creation of a joint College committee on policy definition, the role of the Chancellor and the Board; and College/Chancellor/Board roles and relationships. The Chancellor also planned another Board retreat with the same goal to be facilitated by the Community College League of California (CCLC) policies and procedures unit. In light of such evidence, the Visiting Team concluded that the Trustees had made substantial progress in meeting the expectations of Standard IV.B.1. Following reports submitted by the College and judgments rendered by the ACCJC Visiting Teams, by the time of a Midterm Focused Visit in October 2007, the Standard had been deemed to have “substantially met”.

As a result of the Board of Trustees’ due diligence in addressing the cluster of Shared
Recommendations pursuant to Board behavior, the Board of Trustees and the Chancellor continue to meet regularly to ensure that the Board limits its actions as recommended by the Accreditation Team. For example, the Board’s role regarding such topics as hiring, ethics, and meeting rules was examined at retreats in February of 2007. In May 2007 the Board approved a new format for their agendas developed by the Chancellor and Vice Chancellor. This new format helps focus Board discussions on matters of policy, placing on consent agenda matters that traditionally might have resulted in Board discussions regarding the daily management of the District.

The Board unanimously approved a new multi-year contract for the Chancellor, a clear indication of the Board’s trust in management’s day-to-day operations of the District. The Board and the Chancellor have continued to meet on a regular basis to discuss the role of the Trustees in the formation of policy and the Chancellor’s responsibility for the administration of District operations. The Board holds yearly retreats to examine its progress in following the Commission’s recommendations. The 2009-2010 state financial crisis, along with the announcement of the Chancellor’s retirement, offers opportunity for new involvement of the Board of Trustees into the operational affairs of the College.

Overarching Recommendations

Recommendation #1: The team recommends that the College accelerate the implementation of the strategic plan. The team should complete the planning cycle, utilizing information and data to create and regularly update plans, evaluating progress towards goals, and using the results of evaluation for improvement. SLOs and program review for all departments should be integrated into the planning process at the College, program, and course levels. Planning and program review should inform resource allocation. Finally, measurable student achievement and institutional effectiveness strategies should be identified and incorporated. (Standard I.B.2, B.3, B.4, B 6, and B.7)

In order to address this recommendation, the president of the College sent the following message to the campus on February 10, 2005: “The CPC (College Planning Council) will work on tying program planning to student learning outcomes carried out in conjunction with program review. Separately, the CPC has already drafted a model for non-instructional program evaluation that includes a new internal structure with a standing committee. This concept will be reviewed by each of the constituencies, and the CPC hopes to have the concept established by the end of spring term. The new standing committee will be created by fall 2005, and will be charged with establishing non-instructional policies.”

This was the College’s first proactive effort in response to the Visitation Team’s 2004 official visit, an important step for integrating strategic planning across the campus. In response to this mandate, the CPC held three supplemental meetings outside the usual bi-monthly meetings, each focused on a major task: 1) to revise the standing committee charges; 2) to draft a Vice President of Academic Affairs job description; and 3) to revise the draft of the Vice President of Student Affairs job description. In addition, at its December 10, 2005 meeting, the CPC drafted a model to describe program improvements, including the creation of a new standing committee, the Non-Instructional Policies Committee would oversee SLOs and program review for non-instructional areas.
In the interest of integrating the planning process among the various campus departments and divisions, the two new vice-president positions were accorded parallel responsibilities. Each was charged with providing leadership to develop SLOs in their respective areas, implementing College strategic planning goals and developing a system for ongoing systematic review and enhancement of programs related to achieving educational and student services goals. The Vice President of Student Affairs collaborates with the Vice President of Academic Affairs regarding enrollment management and provides data to update planning and measure progress. Both vice presidents now serve as effective agents of change, working collaboratively to develop and implement innovative approaches to enhance academic excellence in a diverse community. Accordingly, the CPC sought to support the following targeted timeline. This was pursuant to strategic planning SLOs, program review, resource allocation, and proactive movement toward measurement both of student achievement and institutional effectiveness:

Model for Program Improvement over the course of the 2006-2007 academic year:
CPC draft, March 2005.
Final draft approval by CPC and president, May 2005.
Description of model, December 2005.

Standing Committees
Revisions of current committees, May 2005.
Non-Instructional Policies Committee draft (NPC) completed by CPC, April 2005.
NPC draft reviewed by Academic/Classified Senates & Associated Students, October 2005.
Final draft of NPC approved by CPC and president, November 2005.

Vice President Positions
Filled, September 2005.

Student Learning Outcomes
Identification of all College programs needing SLOs, May 2005.
Integration of SLOs in 20% of College programs, May 2005.
Integration of SLOs in 40% of College programs, December 2005.
Integration of SLOs in 60% of College programs, May 2006.
Integration of SLOs in 80% of College programs, December 2006.
Integration of SLOs in 100% of College programs, May 2007.

Institutional Effectiveness Assessment
Review status of current performance categories and identify additional categories, December 2005:
1. Student Access.
2. Student Progress and Achievement (current).
3. Economic and Workforce Development (current).
4. Pre-Collegiate Improvement, e.g. Basic Skills & ESL (current).
5. Others to be identified.
Identify and adjust resources to qualify and quantify assessment, December 2005.

In response to these efforts, the Accreditation Commission Team visited the campus on November 20, 2006 and reported the following institutional progress toward satisfying concerns in relation to Overarching Recommendation #1:

“SJCC has made substantial progress in developing resource allocation procedures linked to needs assessment, planning-related organizational structures, and a data-driven continuous program, Page 5 review (CPR) template for departments to use when requesting resources. Fifteen departments have completed the CPR in recent months. The College Planning Council (CPC) has developed an Institutional Planning Guide, and the offices of the Vice Presidents of Academic Affairs and Student Services have created plans and goals for their divisions. The shift toward a culture of evidence and the implementation of institutional processes is underway, and the College is commended for this progress.

In addition, the most recent full-time faculty hiring recommendations were informed by department-level data derived from the CPR reports. The CPC meets regularly to develop and oversee planning, technology, facility, and resource allocation processes, all of which are referenced as major goal areas in the 2001 strategic plan. The progress report features an outline of the year-to-year progress that the College has made toward implementing its strategic goals. College groups have been very thoughtful in their deliberations as they proceed with planning activities.

Other than the discussion reflected in the progress report, however, the College has yet to address the specific goals and activities defined in the strategic plan, evaluated progress toward its strategic plan as presented in the 2001 document, or updated the strategic plan. The College has yet to identify institutional effectiveness and student achievement measures. Thus, progress toward completing the planning cycle of the strategic plan implementation and evaluation continues to be a challenge. The College continues to make steady progress toward identifying student learning outcomes at the course, program, and College levels. As course outlines are updated, course-level outcomes are identified. Program-level outcomes are identified via continuous program review procedures. The Staff Development Committee led a College workshop to develop general education outcomes. Now that a planning infrastructure and a more stable administration are in place at College and District levels, the College should be able to enact the strategic plan, comprehensive program review targeted for improvement. The College should also begin the integration of the components of a complete planning cycle at program and institutional levels, with a focus on measures of institutional effectiveness and student achievement.

This recommendation is partially met.”
As institutional follow up to these “partially met” conclusions, the College created a Focused Midterm Report in October 2007 reflecting an understanding of the evaluation team’s continuing concerns, specifically:

1. The College has yet to address the specific goals and activities defined in the strategic plan.
2. The College has yet to evaluate progress toward its strategic plan as presented in the 2001 document.
3. The College has yet to update the strategic plan.
4. The College has yet to identify institutional effectiveness and student achievement measures.

Progress toward completing the developmental cycle of the strategic plan implementation and evaluation continued to be a challenge. The Evaluation Team charged the College to:

1. Invigorate the strategic plan.
2. Invigorate comprehensive program review used for improvement.
3. Integrate the components of a complete planning cycle at program and institutional levels, with a focus on measures of institutional effectiveness and student achievement.

**College Activities**

As noted in earlier Progress Reports, the College established the following six goals for its Strategic Plan during its 2003-2007 planning cycle:

- Organizational structure
- Program improvement
- Budget planning
- Student services
- Facilities infrastructure
- Quality improvement

Three themes were to be woven into the activities undertaken to reach the strategic goals:

1. Cultural diversity
2. Campus relations
3. Technology

Specific goals established by the College in the strategic plan include:

1. Revive the College Planning Council (CPC) and charge it to initiate strategic planning:
   a. College leadership revitalized the CPC and made it responsible for initiating and implementing a strategic planning process that includes soliciting a broad cross-section of campus input and involvement;
   b. Between 2001 and 2003, the CPC broadly surveyed campus. Survey results pointed to six strategic issues/goals including three themes. After conducting forums to share these goals and themes, the CPC established work groups around each goal. The groups refined and prioritized the goals and adopted a model involving Immediate Strategic Goals, Strategic Themes, and Subsequent Strategic Goals.

2. Reshape and improve the College’s organizational structure:
   a. The CPC reviewed the current administrative structure, including all standing committee structures, and updated all committee charges.
b. The CPC revised the College Mission Statement.
c. The CPC identified the need for vice presidential positions and wrote vice president job descriptions.
d. The College hired new vice presidents of Academic Affairs and of Student Services, noting in their job descriptions the responsibility of revising the organizational structure of their divisions.

3. Promote and create collegewide process for Program Improvement:
   a. College leadership charged the Instructional Policies and Curriculum Committee (IPCC) and the Academic Senate to create a program review process. The result was a new data-driven process, the Continuous Program Review (CPR), created by the IPCC and approved as a pilot program by the Academic Senate. CPR has an original implementation date of May 2007. At that time, CPR was approved for ongoing work at the College with the understanding that it was a “living document” subject to review and revision.
   b. In fall 2006, the Academic Senate and the Vice Presidents required that all areas requesting new full-time faculty positions for 2007-2008 submit CPRs to justify their requests. A similar requirement was put in place in Fall 2007.
   c. To assure a focused and unified effort, the College opted to integrate the goals of Quality Improvement and Program Improvement to produce a single overarching goal.

4. Establish a transparent and data-driven Budget Process that clearly integrates planning priorities into the creation and allocation of the annual College budget:
   a. The College charged the Finance Committee to work in cooperation with the Director of Administrative Services and the Vice President of Academic Affairs to create a budget development process that could be integrated with CPR and College planning strategies.
   b. The Finance Committee created such a process and applied it to the development of the 2007-2008 institutional operating budget.
   c. The process was integrated into the College’s Institutional Planning Guide, where it served as a template for additional data- and planning-driven processes (such as the establishment of new full-time faculty or staff positions and the utilization of one-time grant or government monies).

5. Study and make recommendations concerning Facilities Infrastructure:
   a. The College charged the Facilities Committee, in cooperation with the District Director of Plant Planning, Maintenance and Operations, to revisit the campus Master Plan in light of the need to plan for a new bond issue. Reviewing the Master Plan also assured that construction and/or renovation of campus facilities served students while also responding to the expectations of area taxpayers.
   b. Results for the College were spectacular. Four new state-of-the-art academic and student service facilities were constructed since 2000. These accomplishments were followed with the completion of an additional facility, the renovation of a major classroom/office complex, and with the ongoing renovation of another building to house one of the Business and Service Careers programs.
c. Current work of the Facilities Committee and Maintenance Director is focused on the fate of the older 100, 200, and 300 wings, home to a variety of career and technical education programs as well as to the College Fitness Center, and Dance Studio. A decision concerning the feasibility of renovating these structures will soon be made.

6. The College’s strategic plan also included two interwoven themes: Technology and Cultural Diversity.

7. Following the submission of the College’s October 2006 Progress Report, the CPC instituted an effort to review the original strategic planning document with a view to identifying specific objectives yet to be addressed. The resulting planning objectives (noted below) were established in draft form by the spring of 2007.

**Strategic Goal Area #1: Program Improvement**
Goal 1-A. Assess Institutional Effectiveness and use the findings to plan and implement program improvements for the purpose of achieving academic excellence.
- Integrate strategic planning with actual program review.
- Identify common data elements to be included in program review for similar types of programs (i.e. instructional programs).
- Revisit full program review process, timeline, and calendar.
- Continue to identify and measure SLOs.

**Strategic Goal Area #2: Student Services**
Goal 2-A. Assess effectiveness of student services and use the findings to plan and implement program improvements for the purpose of achieving academic excellence.
- Integrate strategic planning with program review.
- Identify data elements of program review.
- Identify Student Service areas to be assessed.

Goal 2-B. Improve communication with students.
- Update student contact information in Datatel.

Goal 2-C. Improve retention of first semester students
- Implement Early Alert system.

**Strategic Goal Area #3: Budget Planning**
Goal 3-A. Financial needs are prioritized and properly budgeted.
- Establish a financing plan for software, equipment, and support, especially for “soft funded” (grant) and “non-instructional” programs.
- Increase student enrollment and retention to generate FTES.

Goal 3-B. The College will seek outside/additional/new funding to meet special needs.
- Establish prioritizing grant development efforts for the College.
**Strategic Goal Area #4: Facilities/Infrastructure**

Goal 4-A. Develop a Master Plan that will meet the current and projected future facilities’ needs of the campus and provide for programmatic flexibility.

- Update Campus Master Plan and determine construction timeline.
- Develop use plan for renovated 100, 200, and 300 buildings.

Goal 4-B. Improve campus safety.

- Investigate reactivation of Campus Safety Committee.
- Implement Disaster Emergency Preparedness plan.
- Increase lighting in dark areas on campus.
- Improve wheelchair access throughout the campus.
- Maintain contact with neighborhood association.

Goal 4-C. Ensure adequate infrastructure support to provide for a positive campus image and safety.

- Recommend campus standards for services (custodial, grounds, maintenance, police).
- Solicit campus green ideas and suggestions.

**Strategic Goal Area #5: Organizational Structure**

Goal 5-A. Improve communication and delineation of roles and responsibilities between the District Office, campus, and Evergreen Valley College.

- Develop a process to provide a campus voice on district committees
- Separate curriculum between SJCC and EVC

**Admitted Difficulties**

The existing College planning process reveals some inability of the institution to develop meaningful judgments about overall “institutional effectiveness.” Coupled with a lack of focus on student achievement and an inadequate (although useful) program review format, this failure requires ongoing attention. The College must address these shortcomings through the following:

1. Develop a comprehensive, data-driven, and regularly scheduled Program Review process.
2. Commence focusing on Student Achievement by identifying criteria and measures.
3. Defining institutional effectiveness, determining the processes whereby such effectiveness is enacted, and establishing benchmarks to govern relevant activities and assessments.

Two factors have slowed the College’s ability to address these shortcomings. First, the College has experienced an absence of long-term executive leadership over a prolonged period of time (the better part of four successive semesters and an intervening summer). Second, the College lacks reliable, accessible, and comprehensible data on vital areas, including student demographics; course enrollments; enrollment trends; budget patterns; student retention and attrition; matriculation; and productivity ratios (WSCH/FTEF). Inadequate hardware, lack of appropriate training, and the questionable reliability of the administrative information system are the primary sources of this latter problem. Both factors are discussed below.
Future Plans

1. Access to reliable data
The District recognizes its inability to provide to its Colleges the complete array of reliable and accessible data needed for strategic planning, program review, measurement of student achievement, and assessment of institutional effectiveness. This problem has two roots: a lack of sufficiently powerful hardware to interact effectively with its administrative system, and a lack of appropriate training. The District, however, has not found that other Colleges with similar systems are experiencing data-mining difficulties of a magnitude similar to its own. The problem seems to lie in the areas of hardware and staff training, rather than with the administrative system itself.

In response to these findings, the District increased the processing power of its administrative system over the past two years. Recently, the District established a partnership with another community college to learn from that institution’s success in utilizing the administrative system both colleges use in common. The District and the Colleges are well on the road to a solution to the data generation problems that have challenged past efforts at effective planning.

In addition, the District recently created the Office of Research and Institutional Effectiveness (RIE). The RIE is staffed by a director and researchers, all of whom have expertise in providing the varieties of institutional data the Colleges requires. The Director of RIE has reached out to the administration of both Colleges, assuming a participatory role in both organizing comprehensive program review cycles and assisting the Colleges with the identification of data sets required for assessment and evaluation. The RIE will provide significant assistance to the Colleges as they continue to adopt the culture of evidence while moving forward in their strategic planning processes.

2. Stable college leadership
In January of 2006, Dr. Chui Tsang, then president of SJCC, resigned his office to accept the position of Superintendent/President of Santa Monica College in Southern California. From January 2006 until March 2007, the College remained without a permanent President, drawing instead upon the services of two interim Presidents and, in summer 2006, on the expertise of the two sitting Vice Presidents, each of whom served as short term leaders of the College. In March of 2007, the College welcomed its new, permanent President, Dr. Michael L. Burke, most recently the chief executive officer of North Idaho College in Coeur d’Alene, Idaho. With the arrival of Dr. Burke came a sense of stability, and the College community eagerly anticipated both the continuity and vigor that new leadership brings.

Recommendation 1 (from the Follow-up Report)
At its meeting on January 9-11, 2008 the Accrediting Commission reviewed the SJCC Focused Midterm Report submitted on October 15, 2007. The Commission accepted the Report but required the College to submit another Progress Report (now titled Follow-up Report) on October 15, 2008 to address Recommendation 1. This Report was submitted to the Commission in the interest of achieving full resolution of Recommendation 1. It is comprised of six major elements:

1. Accelerating the implementation of the strategic plan
2. Completing the planning cycle
3. Integrating SLOs with planning
4. Integrating program review with planning
5. Incorporating measurable student achievement with planning
6. Incorporating institutional effectiveness with planning
Element 1: Accelerate the Implementation of the Strategic Plan

The College responded in a commendable way to this directive. SJCC president Dr. Michael L. Burke, in his opening address to the campus on August 30, 2007, launched an accelerated strategic plan for the campus. His presentation had these key components:

- Outline the use of a town hall format.
- Focus on three key strategic initiatives.
- Employ an environmental scan with emphasis on demographics of the service area.
- Inform the process with existing goals of the Chancellor and governing board.

In Fall 2007, Dr. Burke employed the Dissero Consulting Group (Dissero) to lead the campus through an integrated, accelerated strategic planning process. Dr. Burke’s principal objectives were to:

1. Engage all College staff in a planning process that tightly aligned with District and College goals.
2. Establish a planning and decision-making process fully integrated with resource allocation and master planning, budgeting, and performance appraisal processes.

To reach these objectives through an inclusive process, Dissero facilitated four “Town Hall” meetings during 2007-2008. Dr. Burke invited the entire campus to participate. Seventy faculty and staff (18 administrators, 31 faculty, 12 classified staff, and 9 students) participated. Over 200 members of the College community were present for the April Professional Development Day (PDD) meeting when individual “Commitments to Action” (CTAs) were finalized.

At the College Town Hall Meeting of November 9, 2007, Dissero, along with Dr. Burke, introduced the strategic planning process, reviewed the current College Vision Statement, and presented comprehensive environmental, demographic, and student success data for both SJCC and Santa Clara County. This information, combined with data from the Community College Survey of Student Engagement (or CCSSE Survey) help to set the case for planning.

Dissero used the following formats at each meeting:

- Large group discussion of issues.
- Individual reflection.
- Small group discussion.
- Development of group consensus.
- Reporting out by small groups to larger group.

The Town Hall participants established a College Launch Roadmap. Participants worked individually and in groups to identify three strategic initiatives requiring immediate attention, establishing three work teams with co-champions as team leaders. These initial key strategic issues were:

- Initiative 1: Student Needs and Retention
- Initiative 2: Curriculum and Schedule
- Initiative 3: Image and Outreach

Dissero asked the work teams to refine the initiatives and to meet “off-line” with the Dissero team before the second Town Hall meeting. During the December 7, 2007 Town Hall meeting,
supporters of each initiative reported their work to the larger group. Participants refined issues, working in small groups to identify core values and a new Vision Statement, both of which were adopted by the larger group.

In regard to SLO assessment and program review, the IPCC initiated a dialog with the Academic Senate to develop an annual program review for College planning and resource allocation. The IPCC requires that any instructional program undergoing revision provide SLOs at the program level. SJCC currently has program SLOs for the following programs (as of 2/28/05):

San José City College Programs with Student Learning Outcomes Approved
- Air Conditioning/ Refrigeration, AS Degree and Certificates.
- Computer Applications, AS Degree and Certificates.
- Chemistry, AA Degree.
- Construction Technology, AS Degree and Certificates.
- CSU Studies, AA Degree.
- General Major, AA Degree.
- Health Science, Certificate Programs.
- Advanced Manufacturing Technology, AS Degree and Certificates.
- Electronic Technology, AS Degree and Certificates.
- Laser Technology, AS Degree and Certificates.
- Computer Repair, Certificate of Competency.
- Computer Technology, Certificate of Specialization.

Programs Approved but Pending State Approval
- Media Arts, AA Degree and Certificates.
- CIS Java Enterprise Technology, Certificate of Competency.
- CSI MS.NET Application Development, Certificate of Specialization.
- Retail Management, Certificate of Achievement.

Additionally, a group of SJCC personnel attended a March 10-11, 2007 Student Learning Outcomes Workshop in Berkeley, California. The College representatives included four administrators, two researchers/counselors, and four instructional faculty members representing a broad spectrum of disciplines. These efforts underscore the CPC’s focus on integrating SLOs into all College functions and activities.

Since the follow up report of October 2008, the College advanced strategic planning in the important areas of SLOs, program review, measurement of student achievement, institutional effectiveness, and resource allocation. Budget constraints, however, continue to make strategic planning more difficult to execute.

Recommendation #2
The team recommends that College and District leadership explain the budgeting process so that all constituencies understand policies and procedures. That understanding allows a common point of reference in the development of the College’s budget (Standard III.D.1.c; and D.2.d, e, f, and g).
The College’s initial response to College Recommendation #2, detailed in the Comprehensive Evaluation visit of October 2004, was articulated in SJCC’s March 15, 2005 Progress Report. That Progress Report outlined five major notations regarding effort to clarify the College’s budget development process.

The report noted that Mike Hill, then district Vice Chancellor for Administrative Services, met with the Facilities Committee and members of the campus community in an open forum on November 8, 2004. He presented the budget summary information for the District, including a reduction in funding from the State for FY 2004-2005. Mr. Hill also made budget presentations on several additional dates in order to help provide greater budget clarity:

- August, 8, 2004: Board Budget Committee.
- November 16, 2004: Board Budget Committee.
- November 30, 2004: student forum.
- March 9, 2005: Board Budget Committee.
- March 31, 2005: student forum.

Mr. Hill worked to increase budget literacy at the campus level. He concentrated on providing information on how the District is funded by the State, which is frequently problematic, and how the District makes budgetary projections on the basis of limited, often changing, information. As Vice Chancellor for Administrative Services, Mr. Hill advised the Board on allocation distribution recommendations and equalization between the campuses. Following budgeting procedures at that time, once the campus was given its allocation or budget reduction target by the Board, College used its budgetary process to prepare a recommendation to the President. The President then made a final recommendation to the Board Budget Committee.

SJCC, EVC, and the District prepared their budget proposals separately and share them openly at a Board Budget Committee Meeting. The Finance Committee at SJCC felt that the it should indeed be able to participate in discussing the District budget preparation because that budget affected many College operations, including maintenance, custodial duties, and reprographics services. The committee requested participation in September 2003 (before the October 2004 site visit) in the form of a resolution to the Board. This issue resurfaced at the November 8 2004 forum. Mr. Hill’s noted on that occasion that the current process is open to input at the campus level when the proposals are shared with the Board Budget Committee.

To further increase budgetary process clarity, Mr. Hill dispatched the following advisory to the District’s respective campuses:

“The resource allocation model for distribution between the Colleges is based on funded FTES. We have been a multi-college District for 30 years. Over that time we have evaluated a variety of models but collectively agreed that while simple, the FTES model made the most sense. Several years ago we did make an adjustment to it which was to use a 3 year rolling average of funded FTES to smooth out the bumps and better account for the shifting impact of summer FTES. This change was reviewed and agreed to by the senior administration and shared publicly with the board.”
“Multi-college districts periodically evaluate distribution models and those range from the simple to the complex. There is not one right answer. What is important is that the model is understood, works and is perceived to be fair. The District Office is not opposed to reviewing the model and changing it. We have conducted such reviews in the past and the conclusions then were to stay with the FTES based model. Given that both colleges are about equal in size and with the State moving more toward an FTES funding model the current District model seems to make sense.”

“A budget calendar is produced each year as the budget development cycle is initiated. A memo is issued giving guidance to the Colleges on budget development, the calendar is included along with the board priorities. If known, any special instructions are provided such as state or board mandates. As information is learned, budget development updates are provided to the Colleges. Presentations are made at a number of structured venues to communicate important financial information of FTES, current year operations and projected funding for the subsequent year. Periodically a public review of long-term financial issues is conducted to look beyond the immediate time-frame so that adjustments can be made before problems develop.”

At the campus level, Dr. Chui Tsang issued a Presidential memo to the campus at large on February 10 2005 to further clarifying the budgetary development process: “The Finance committee has recently updated its charge and is working on establishing procedures on how to involve more of the campus community in budget decisions. These recommended procedures will be routed through our shared governance process involving all constituencies, coordinated by the College Planning Council. This set of recommendations, as well as the actual procedures, are targeted to be in place by the October 15th Accreditation Commission report due date.”

In response, the College Finance Committee spent considerable time over the ensuing years developing a more transparent budget process, work that was complicated by state budget reductions. Those efforts are reported in this 2010 report.

By late fall 2005, as reported in the October Progress report to the ACCJC, the College was in a budget reduction mode in light of state funding cuts. The College strategic planning priorities were also organized around the board priorities, and reduced College budgets were developed in relationship to the College mission. The Colleges had autonomy for budget reduction within the guidelines of the Board. The Board Budget Committee carefully considered the budget reductions. After considerable input, the Board adopted a final budget reduction figure that the College met.

The SJCC College Finance Committee continued to meet every two weeks through the end of the spring semester to review criteria for budget decisions, review proposed ongoing reductions to budget, and develop a prioritized list of recommendations to propose to the President. The committee also worked to assure the budget processes, policies, and procedures were systematically communicated to the campus. A campus forum was held expressly for this purpose in February 2005, and a 90-minute follow up presentation was made to the campus during the College’s mandated Instructional Improvement Day. This presentation and discussion, led by Vice President Michael Renzi and members of the SJCC Finance Committee, focused on how the budget was developed at SJCC, the role of the SJCC Finance Committee and the Board Budget Subcommittee, and the steps being taken toward making the process more “inclusive and transparent.”
In addition, the Board of Trustees established a Board Budget Sub-Committee to provide a consistent forum for keeping the campus community, and the College Finance Committee, regularly informed of its recommendations to the full Board. The Board Budget Sub-Committee also communicated the Board’s strategic priorities regarding resource allocation by the District. Meetings of this body were attended by both Presidents, Directors of Finance/Administration, the Vice Chancellor of Administration, and the membership of the Finance Committee and the CPC. During these meeting, participants discussed a range of subjects, from the macro analysis of the state funding model to awareness of future trends critical to District and campus budgetary planning. The ensuing work of the Finance Committee exemplified a new clarity concerning the College budget process. For example, agenda items and minutes were posted to the Finance Planning Committee public folder, which is available to the entire campus community. In addition, the College Finance Committee established initiatives to better meet budget information needs of the campus community:

1. Realigning and fine-tune the campus budget recommendation process with the CPC.
2. Re-Communicating with the Campus its stated goals and fiduciary responsibilities.
3. Develop and recommend a campus-level apportionment process/formula in line with the program review and FTES goals.
4. Recommend the realignment of funding resources in accordance with Accreditation Recommendations, capital improvement strategies, and Campus goals.

These initiatives indicate that the College was making good faith efforts toward accomplishing the tasks mandated by ACCJC. These efforts elicited grass-roots support from the campus at large, aiding with the goal of increasing transparency. As a caveat to the October 2005 Progress Report, the campus noted that the ACCJC recommendations concerning the budget are most easily understood if one assumes that the ACCJC is not aware of the power of the District over the College budget. In this light, the Finance Committee felt that the College made particularly good efforts toward achieving the recommendations of the ACCJC. They also felt that since the District makes budget decisions, a need exists for the District Finance Committee to be responsive to the campus budget committee. On the occasion of the College’s Accreditation Report and site visit, no major concern regarding the campus budget process existed, but rather a concern arose regarding how the District makes decisions prior to College involvement.

With this in mind, the College Finance Committee made recommendations to Vice Chancellor Mike Hill and the Board Budget Committee that a District finance committee be formed to allow campus input regarding District budget recommendations. The continued budget reductions from the state, amounting to $596,000 in 2005 alone, make meeting the Commission directives to provide funding for two Vice Presidents a dilemma. Clearly, the College found it difficult to both deal with state-mandated budget cuts while also achieving Accrediting Commission mandates to expend additional funds to meet College Recommendations. In the aggregate, the two mandates constituted approximately one million dollars in budgetary adjustments in a few months. Compounding the problem was the redirection of funds from SJCC to its sister College in the District, Evergreen Valley College, under the auspices of “Equalization.” In light of progress on recommendations of the Commission, the Commission acted to accept the Progress Report and removed SJCC from Warning status after the Evaluation Team’s follow up Progress Report of November 2005.

In the follow up to its Focused Midterm Report of October 2007, the College provided additional
evidence that it had advanced beyond “substantially meeting” the Commission’s College Recommendation #2. Specifically, the College highlighted the use of an Institutional Planning Guide to integrate institutional planning into its allocation of budgetary funds. In similar spirit, the College injected program review findings into its consideration of general budgetary matters and into allocations for new full-time faculty positions. The College reported that the revitalized Finance Committee was proactive in both developing the budget model and applying it to the development of the College’s operating budget. At the district level, the 2006 hiring of a new Vice Chancellor of Administrative Services resulted in a heightened level of district-wide discussion of budgetary matters. This discussion occurred not only at Board of Trustee meetings, but also in meetings of the District Council and in regular sessions of the District’s business officers.

Shortly after his arrival, new Vice Chancellor Ron Root circulated a document called Planning and Budgeting: Improving the Process. That document was reviewed by District constituencies, with special attention by the Academic Senates, and was modified based on input. The document points toward a de-centralization of District-wide budgetary processes in favor of greater autonomy for the two District Colleges. This creates a blueprint for the establishment of several District-wide committees (including a District-wide Budget Committee).

In response to the Focused Midterm Report summarized above, the Commission’s meeting on January 9-11, 2008 reviewed the SJCC institutional response. The Commission accepted the report, requiring only that the College submit a Progress Report (now entitled “Follow-up Report”) on October 15, 2008 addressing Recommendation 1 (noted above, this remained the Commission’s major continuing concern).

The focus of College financial efforts since 2008, under Vice President of Administrative Services, Dr. Jim Williams, has been to brief the College community on both content and procedural matters pursuant to the budget, especially during the Collegewide Professional Development Day presentations.

**Recommendation #3**

The team recommends that the College evaluate and reorganize its administrative structure for Instruction and student services to assure cohesive, appropriate, and adequate College leadership. (Standard IV.A.3, and A.5)

To address institutional Recommendation #3, the College’s March 15, 2005 Progress Report to the Commission cited Dr. Chui Tsang’s February 10 Presidential memo to the campus: “In regards to educational leadership, we have identified funds for a Vice President of Education, and the Academic Senate has developed a job description. The College Planning Council is reviewing this job description and suggesting revisions with input from each of the constituency groups. Our goal is to have the position approved at the March 8 Board meeting. In addition, the College Planning Council (CPC) has been charged to draft a job description for a position providing leadership and cohesion for the student services area. This draft will also go through each of the constituency groups for input. The goal is to begin recruiting for this position by May of this year. We expect to fill both of these positions (or to have made substantial progress in filling both of them) by the time we submit our October, 2005 update.”
In response, the CPC lead the College’s Administrative Reorganization effort. They began by noting that the CPC in cooperation with the Academic Senate had crafted a job description for a Vice President of Academic Affairs. That job description went to the Board of Trustees for approval on March 8 and opened for applications the following day. The CPC reviewed all of the administrative tasks performed at the campus level, allocating them either to the Vice President for Academic Affairs or a Vice President for Student Services and Institutional Support. Funding for the Campus Administrative Reorganization was achieved through a Finance Committee review of the College budget. A Dean of Technology position was eliminated and some full-time faculty positions deferred for later budgetary authorization.

To promote transparency, Dr. Tsang met with the Academic Senate on February 15 to discuss his vision for the new institutional structure. The Academic Senate approved, in concept, a second Vice President position for Student Services. The CPC was charged with developing a job announcement for this position. To ensure that the leadership and administrative functions of the campus were covered in the Vice President job descriptions, the CPC created a function map for the campus. Screening for the new Vice President of Academic Affairs position occurred during the spring 2005 semester. Screening for the Vice President of Student Services leadership position took place during the summer months of 2005 with anticipated appointment by fall semester 2005.

With regard to Recommendation #3, the College’s October 2005 Progress Report noted that the CPC was effective regarding administrative reorganization, especially with regard to giving final form to the function map that governs the deployment of administrative duties and authority under the College’s new administrative structure. In collaboration with the campus community at large, functions related to the offices of Academic Affairs, Student Affairs, and Administrative Services were discussed in roundtable format, with 68 people attending a forum to discuss campus reorganization. The dialogue was lively, positive, and productive. CPC collected notes and emailed a summary to the campus community at the end of spring semester 2005.

On the occasion of the Commission’s Progress Evaluation Report of November 20, 2006 the evaluation team positively reported, “the Board of Trustees authorized the hiring of two Vice Presidents for the College who have been on board for a year.”

The College continued institutional discussions regarding standing committees and their memberships, as discrepancies existed between the Academic Senate and Classified Senate approved lists and attendance at meetings. The College Planning Council Chair worked with the President of the Academic Senate to compile a composite list. The CPC recommended that the Academic Senate reaffirm some long-standing memberships. Academic Senate President Virginia Scales placed the issue on the Academic Senate agenda for discussion in the Fall Semester 2005. The Program Improvement Process descriptive narrative and the creation of the Instructional Support Services Policies Committee were deferred due to end of the academic year committee meeting limitations. Committees appropriate to the task were mobilized to address these matters during the fall 2005 semester.

The October 2007 Focused Midterm Report, while noting that College Recommendation #3 had the status of being “Substantially Met,” cited recent activities as evidence toward increased
compliance. This related to the hiring of two Vice Presidents in the fall of 2005: one for Academic Affairs and one for Student Services. The Commission highlighted Vice Presidential leadership evident in the re-structuring of two major divisions of the College: Humanities and Social Science, and Language Arts. That restructuring involved the movement of Communication Studies and Foreign Languages to Language Arts so as to affect a greater programmatic and personnel balance between the two divisions. In Academic Affairs, the new Vice President was fortunate to inherit a cadre of five experienced and skilled Deans, all of whom played vital roles in the day-to-day management of the College prior to the re-establishment of the Vice Presidential positions. The divisions that report to these Deans are now more logically arranged and parallel the efficient administrative structure at EVC. The new arrangement does result in workloads not perfectly balanced in terms of scope, personnel, and responsibility. The Vice President and Deans have gathered workload related data with an eye to equalizing (to the extent feasible) the obligations of the Deans while maintaining the coherence and integrity of the divisions themselves.

In Student Services, the new Vice President emphasized team building by holding regular staff retreats to promote greater collegiality. As a result of new Vice President of Student Services duties, the retirement of a Dean led to the appointment of an interim appointee and to a minor reorganization of duties and reporting responsibilities. A major effort of the Student Services division under the guidance of the new Vice President was a new Instructional Support Policies and Procedures Committee (ISPPC). The ISPPC is a standing committee designed to parallel the Instructional Policies and Procedures Committee; it would function as a significant tool in the assessment of divisional structure and of any potential reorganization of that structure. The charge and by-laws of the ISPPC were finalized at that time. Approval of the ISPPC was an agenda item for the College Planning Council in Fall 2007.

Between Student Services and Academic Affairs, some reassignment of programs occurred. For example, Service Learning and the Honors Program moved to Academic Affairs. Student Services and Academic Affairs agreed to share responsibility for the new Umoja Program, as they now do for the Puente Program. Shortly after the arrival of the new vice presidents, Academic Affairs and Student Services began scheduling monthly joint meetings to discuss administrative issues. As noted in the Focused Midterm Report of October 2007, activities focused on understanding, reshaping, and maximizing the effectiveness of both the academic and student service divisions will continue to evolve.

Dr. Elaine Burns has continuously occupied the Vice President of Student Services position since it was created. The Vice President of Academic Affairs position, initially held by Dr. Tim O’Hare, was in turn occupied on an interim, one-year basis by former Dean of Language Arts Lois Lund, and is currently under the leadership of Arturo Reyes.
STANDARD I
INSTITUTIONAL MISSION & EFFECTIVENESS

Standard I Members

Dr. Elaine Marie Burns
  Vice-President of Student Affairs & Co-Chair
Virginia Scales
  ESL Instructor & Co-Chair

Lynn Bailey
  Community Member
Dr. Guillermo Castilla
  Mathematics Instructor
Laura Cervantes-Cordova
  Assessment
Patricia Coletto
  Articulation Specialist
Carlton Connor
  Physical Education Instructor
Carla Esquivel
  Outreach Staff Assistant
Patricia Greene
  Job Placement
Sherry Hood
  Reprographics Supervisor
Joe Lugo
  CIS Lab Assistant

Cam Martian
  Coordinator AmerCorps
Teresa Paiz
  Coordinator of Admissions & Records
Phillip Renteria
  Director of Student Life
Anh Truong
  Financial Aid Specialist
Pamela Turner
  Counselor
Sue West
  Administrative Assistant, VPSS Office
Ada Weeks
  Cosmetology Instructor
Standard I
Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

IA Mission: The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population and its commitment to achieving student learning.

Overview
San José City College recently revised and adopted a new Mission Statement, as follows:

The mission of San José City College is to affect social justice by providing open and equitable access to quality education and programs that both challenge and prepare individuals for successful careers and active participation in a diverse, global society. To fulfill our commitment to student learning and to assist students of all ages and backgrounds in achieving their educational, employment, and life-long learning goals, we offer the following:

- two-year college degrees and certificates
- lower-division transfer and General Education courses
- basic skills and English as a Second Language instruction
- career and technology training

The previous Mission Statement was in effect from 2006-2008. The current Mission Statement was written during academic year 2008-2009 to better align with the priorities of the chancellor and the government board. The mission statement includes all the primary educational roles expected for a public comprehensive community college. In this revision, the College added the need to prepare students to succeed in a global environment. The focus on student learning and success is also reflected in the vision statement, Inspiring Success One Student at a Time, adopted during strategic planning meetings of fall 2008 (1).

The College is an open-access higher education institution whose intended population resides within the defined trustee-represented district of San José. The Mission Statement indicates the commitment of the institution to student learning and delineates the institution’s educational purposes as granting college degrees and certificates, providing transfer and General Education (GE) classes, teaching basic skills and ESL, and offering career and technology training. These educational purposes are appropriate for an institution of higher learning and align with those of the California Community College Chancellor’s Office.

The Mission Statement highlights opportunities for the College to transform into an equitable and inclusive institution honoring the multiple traditions represented by a student body diverse in background and perspective (1; 2, pp. 35-36). Furthermore, the Mission Statement outlines the
challenge to provide quality education in all of its programs so that all students can succeed at the 
individual, community, and global levels.

**I.A.1** The institution establishes student learning programs and services aligned with its 
purposes, its character, and its student population.

**Description**

The College has well-established instructional programs for associate degrees, transfers to four-
year colleges, career education, developmental courses, continuing education, and a variety 
of academic support and student services. The College aligns student services with its student 
population by periodically reviewing data, including census data, high school graduation rates, 
regional enrollment rates, student achievement, and graduation rates. The Office of Research and 
Institutional Effectiveness (RIE) compiles this data in the report, “Students Trends for San José 
City College,” which includes student demographics, academic characteristics, student origins, 
and enrollment trends by division. In addition, some of these measures are disaggregated by 
ethnicity to see the gaps in progress and achievement among different student subgroups. These 
yearly comprehensive reports are posted on the internal website, and a hard copy is provided to the 
San José/Evengreen Community College District (SJEC) Executive Team, deans, and directors 
to facilitate the assessment of student needs. Student retention and achievement data are some 
of the performance metrics that the College uses on a regular basis to measure how it is meeting 
student needs. The College tracks assessment test results to quantify student needs for tutoring 
support, developmental courses, and transfer-level courses. This data is also used to determine 
the amount of financial aid that students receive (e.g., Board of Governors (BOG) Fee Waiver).

The College exists to serve the needs of the students. Overall, the College’s student population 
reflects the cosmopolitan area of San José. The percentage of minority groups continues to climb, 
now nearing 68 percent of the total population, underscoring that the institution is a minority-
serving institution. The College has been a Hispanic-serving institution since 2003. Like many 
community colleges in California, the share of students enrolling in basic skills courses has been 
steadily increasing. Approximately two-thirds of the students intend to transfer and/or earn an 
AA degree, but close to 90 percent need to complete at least one developmental course in either 
English or mathematics.

**Initiative and Programs**

Since the last Self Study in 2004, the College launched new initiatives and programs to support 
students and advance the College Mission.

**Basic Skills Initiative (BSI):** The BSI is a student success initiative funded by the state of California 
to improve student success in basic skills, mathematics, reading, English, and ESL. The initiative 
is comprised of three main components:

1. Identification of effective interventions and teaching practices.
2. Self-assessment of current practices leading to the creation of an action plan.
3. Final implementation of the plan.

A number of projects have resulted from this initiative, including a training manual for tutors (both in writing/ 
reading and mathematics) and supplemental instruction through in-class tutoring in English and math.
**Equity Scorecard Project**: This project is based on the classic work of Kaplan and Norton (a strategic performance tool) and aims to promote equity in educational outcomes. The Equity Scorecard was developed to measure educational outcomes for traditionally disenfranchised students in higher education. Traditionally, equity, while valued, was not coherently measured. The Equity Scorecard Project increases the awareness of the inequities in student success in basic skills courses and in transfer rates. It also highlights the loss of a large percentage of potential students during the matriculation process. The scorecard reinvigorated effort to improve matriculation and student services. Some of the ideas being discussed as a result are a centralized Welcome Center and an Early Alert system (5).

**Achieving the Dream Initiative (ATD)**: ATD is a national initiative focusing on helping more community college students succeed. The initiative is funded by private organizations, including the Bill and Melinda Gates Foundation. The initiative is concerned with student groups that have traditionally encountered barriers to success, particularly low-income students and students of color. ATD helps institutions form a student-centered vision, enhance a culture of inquiry and accountability, and foster a commitment to equity and excellence. As a result of the initiative, a focus group session formed in fall 2009 to gather students’ perspectives on College programs and services, as well as barriers to success. One result of the ATD is a shift to more extensive use of cohort analysis since it reveals patterns of success among students (6).

**The Umoja Program**: Umoja is a Kiswahili word meaning “Unity.” The program is an academic learning community and resource. Umoja engages students in culturally responsive curricula, supporting the legacy of the African Diaspora by a dedication to increasing the retention and graduation rates of African-Americans and other underrepresented student populations. It incorporates academic and personal counseling into support services that aim to advance academic excellence, community building, and student leadership (7).

**The Metas Program**: Established through a Title 5 grant (the Developing Hispanic-Serving Institutions (HSI) Program), The Metas Program helps eligible institutions of higher education increase graduation and transfer rates among Hispanic and low-income students. Metas is the Spanish word for “goals.” This support service helps Latino/a students develop a path toward achieving their academic goals by providing tutoring; academic and career counseling; assistance with textbook purchasing; a **Destinos** Summer Bridge program; a Fall Kick-Off for new students; math refresher labs; and workshops to assist students with financial aid, educational plans and placement exams (8).

**Avanzamos**: Spanish for advancing together, Avanzamos provides extra assistance and mentorship to English 335 and Reading 301 students who register for this program; all English 335 and Reading 301 students are encouraged to register, with the promise to meet with an Avanzamos tutor at least 30 minutes a week outside of class. In addition to meeting with a tutor, an Avanzamos coach (a faculty member, counselor, or staff) will also check in with the student at least once every two weeks. Through funding from the Title V grant, seven tutors are enrolled in class LS-90 Directed Tutoring Experience; in addition, this group will receive extra training related to the Latina/o culture and best practices working with Latino/a students as well as specifics related to English 335 and Reading 301. These seven tutors are now working within most of our English 335
and Reading 301 classes as well as in the RWC. It is hoped that with this strong support from the Avanzamos team of peer tutors and coaches, more of our students will finish and pass English 335 and Reading 301, moving on to the next level, and, as soon as possible, to college level composition (English 1A) (33).

The California Construction College: Created by the Santa Clara County Construction Careers Association, The California Construction College enables tradespeople to earn college credit for work experience and to complete formal instruction toward a college degree. The program is aimed at mid-career skilled tradespeople wanting to transition into management. It also helps young people just completing high school that want to work as they attend college (9).

Some programs essential to the SJCC mission have suffered funding reductions or have been deprioritization. These include:

Service Learning Program: Service learning integrates instructional methodology with community service and academic instruction to foster critical thinking and civic responsibility. Students gain a deeper understanding on how to make positive contributions to a more just and equitable community through first-hand experience with health, ethical, and social issues. Students also learn to recognize the challenges, strengths, and assets of the community they serve. The challenge to understand the structures of the global society engenders a commitment to respond to the needs of all humankind (10).

Middle College: An accelerated program for students who that academically capable, Middle College helps students high school students begin their college careers early. Eligible junior and senior students take core subjects, English, Social Studies, and two additional courses with high school teachers and then enroll in a minimum of nine college units per semester. With an open selection of courses from SJCC and a college guidance course, students are able to explore their interests in a college setting. The McDaniel Foundation recognized Middle College for its innovative design and highly successful implementation (11).

Peer-Led Team Learning (PLTL): Workshops foster teamwork and oral communication skills that develop a solid understanding of reasoning and problem-solving skills. The PLTL model follows the scientific tradition by addressing diverse learning styles, opening new dimensions of teaching, and promoting other scholarly activities, including honors projects presentations at local and national conferences. Because students that participate in PLTL workshops have increased access to instructors and peer leaders, their attitudes towards science have improved. PLTL also highlights careers in teaching and provides leadership opportunities (12).

Student Services
The mission of Student Services is to help students in achieving their academic goals through the provision of a broad range of programs and services, including many that support students outside the classroom.

Counseling: To provide a more integrative approach to supporting students, counselors act as liaisons to each academic division. In this way, faculty and counselors keep each other updated
on a variety of academic, student support, and transfer issues. Beginning in May 2009 with a “Super Saturday” parent and student orientation, counselors conducted orientation workshops that prepared approximately 500 students to successfully begin the fall 2009 semester. These workshops not only helped students develop a stronger sense of being a college student, but also gave them a better understanding of SJCC programs, services, and College processes. Students came away with a first semester educational plan. In the fall of 2009, four evening and four day orientation workshops were conducted for students unable to attend the summer orientation.

Financial Aid: From 2007-2008 to 2008-2009 academic years, the number of students receiving the BOG Fee Waiver increased by 10 percent and the number of students receiving Pell Grants increased by 29 percent. At the end of the fall 2009 semester, with just half of the year complete, the number of students receiving the BOG Fee Waiver was greater than the entire 2008-2009 award year; and the number of students receiving Pell Grants was comparable. At the same time, the number of student loans and total amount of those loans increased 107 percent and 160 percent respectively from the 2007-2008 academic year to the fall of 2009.

Extended Opportunity Programs and Services (EOP&S): In 2007-2008 and 2008-2009, EOP&S exceeded the state-established goal for the number of students to be served. The program served more than 1,000 students and is recognized as the largest EOP&S program in Region 5. In 2007-2008, with the cooperation of the SJECCD Chancellor’s Office, EOP&S developed a lending library for students on academic or financial probation. Consequently, students ineligible for financial aid to purchase books were able to borrow them from the program. Students on academic probation were required to meet with a counselor to assist them with student success techniques.

Cooperative Agencies Resources for Education (CARE): This program is designed to serve EOP&S students that are single parents with at least one child younger than 14 years of age living at home. The CARE program provides direct services to students whose needs are considered “above and beyond” those offered through EOP&S. Services include meal tickets, bus passes, parking permits, child care reimbursements, CARE grants, school supplies, and computer accessories.

California Work Opportunities and Responsibilities to Kids (CalWORKs): CalWORKs provides services to parents receiving Temporary Assistance for Needy Families (TANF) in conjunction with Santa Clara County. The program offers students an opportunity to obtain an education and earn a vocational certificate or degree in a variety of high-demand fields. Students are provided with the following: subsidized childcare; intensive counseling, job readiness, preparation, and placement services; case management; service coordination; and work-study opportunities. CalWORKs helps students transition from “welfare to work” successfully. The Foundation for the California Community Colleges (FCCC), with input from the California Community College Chancellor’s Office (CCCCO), identified the SJCC CalWORKs program as a model program for the region, an area that includes six community colleges. SJCC’s program is unique in its outstanding Learning Disabilities (LD) curriculum, the creativity in the types of services offered, and the variety of services provided to students.
Disabled Students Programs and Services (DSP/S): DSP/S provides specialized support services, accommodations, and instruction that allow students with disabilities to fully access and benefit from SJCC’s instructional offerings and student services. DSP/S provides guidance; accommodation; counseling; provision of adaptive equipment; interpreters for the hearing-impaired; learning disabilities testing; exam-proctoring; tutoring; a state-of-the-art DSP/S High-Tech Center; and Guidance and Adaptive Physical Education courses. Similar to EOP&S, DSP/S is the fourth largest of its kind in Region 5, serving more than 1,200 students in 2007-08 and 2008-09 (18).

C.A.R.R. Retention Program (CARR): The CARR program emphasizes the importance of a college education to student athletes by providing tutoring and educational assistance. Athletic coaches want to ensure that student athletes are working toward a degree or vocational program, and the CARR Program underscores a commitment to that mission. The program focuses on the student athlete as a whole person so that they realize their potential to succeed in college (19).

Self-Evaluation
The institutional mission guides efforts to ensure that the College develops instructional programs and services that embody the College academic goals in ways that acknowledge the needs of the student population. Using research, assessment, success patterns, persistence data, and focus groups, the College evaluates how well it meets the needs of its student population. Programs and services are modified or augmented in light of this information. In the last few years a variety of learning support services and programs were created to meet the changing needs of students. In the area of enrollment, the College expanded its basic skills offerings in an effort to reduce the length of waiting lists. With increasing frequency, the College employs comprehensive student data to create and develop new programs.

The College, however, does not have a reliable instrument to evaluate student satisfaction with its programs and services or a means to evaluate the campus climate. In this context, climate refers to patterns of organization and students’ perceptions and attitudes towards them. Campus climate is an important factor affecting students’ self-confidence and comfort at the College as it influences student retention and success. The institution would benefit from measuring student satisfaction and campus climate in order to evaluate the effectiveness of its program and services.

Planning Agenda
1. The College will explore using an instrument to measure student satisfaction, either a locally developed instrument or the Noel-Levitz Student Satisfaction Inventory Survey (SSI). The SSI measures satisfaction with academic advising, instruction, safety, registration, academic support and other functions on the campus.
2. Guided by the work of the Basic Skills Initiative, the ATD Initiative, and the Equity Scorecard Project, the College will move aggressively to implement cohort analysis and other strategies to measure how well the College meets student needs. Cohort analysis can help improve understanding how students fail or succeed, as well as provide information on patterns of student progress and success. This will help to better allocate scarce resources to areas where improvement in student achievement can be easily realized.

I.A.2 The mission statement is approved by the governing board and published.
**Description**
The Board of Trustees approved the current College Mission Statement in August 2009 (20). The Mission Statement is published in the College Catalog (21), Frequently Asked Question Guide (22), Student Success Guide and Planner (23), and posted on the College website (1).

**Self-Evaluation**
SJCC Mission Statement is approved by the Board of Trustees and is published both in the College catalog and on the College website. It is also displayed in strategic planning publications and brochures.

**Planning Agenda**
None.

**I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

**Description**
The College Planning Council (CPC) regularly reviews the Mission Statement (26). As the primary College council, the CPC serves as an umbrella group for shared governance committees on campus. The membership of the CPC is representative of the quadripartite structure of the College (24). Any revised Mission Statement is developed by the CPC and then reviewed by the Academic Senate and the Associated Students (27). The revision is then sent back to the CPC for adoption. Finally, the Mission Statement is sent to the SJECCD Board of Trustees for approval (25).

**Self-Evaluation**
The process of developing and reviewing the Mission Statement is effective. The current statement was developed in a participatory fashion and followed the shared-governance and decision-making process. The College will continue to respond to changing conditions, including demographics, economics, technology, and student needs, by frequently revisiting the Mission Statement.

**Planning Agenda**
None.

**I.A.4 The institution’s mission is central to institutional planning and decision-making.**

The Mission Statement is central to institutional planning and decision-making. Recently, the Statement played an important role in the development of the 2008-2009 strategic plan. During this process, the College reaffirmed its vision statement: “inspiring success one student at a time.” It also reaffirmed the core values of collaboration within the framework a student-centered and priority-driven environment (27). The objectives of the strategic plan reflect the overarching goals of the Mission Statement, namely to provide students with open and equitable access to quality education and programs. The Mission Statement is used as a basis for dialog to foster the College’s initiatives, strategic planning, and program review, all feeding into the annual budget development processes (28).
The major standing committees base their objectives on the Mission Statement in their role as recommending bodies to the College Planning Council (CPC) (29). The Finance Committee developed a budget process requiring budget augmentation requests to be linked to institutional planning, evaluation, and the College’s Mission (30).

Budget and resource allocation recommendations use a prioritizing system to link college goals with assessment of program reviews (31). Program reviews improve the quality of education at the College. This process includes a six-year review of instructional programs, as well as annual updates by each instructional discipline regarding the needs of its student population. From this all departmental requests for funding ensure that the request is matched to a documented, quantifiable need to improve the quality of programs offered to the students. Program review is not limited to instruction. At SJCC, student services and instructional support is also developing a program review. Recently, student services went through such a review by the California Community College Chancellor’s Office of the State Chancellor (32).

Instructional departments are reviewed around four important criteria: mission, content, quality and allocation.

- Mission refers to how the program aligns and contributes to the College’s objectives.
- Content refers to how the courses and SLOs align with program outcomes. An instructional program going through program review must, for example, have current course outlines in order to demonstrate that content is related to desired program outcomes.
- Quality addresses three primary issues. First, whether the curriculum and program learning outcomes are current; second, what the assessment methods used to measure the achievement of SLOs are; and third, whether the analysis of student achievement includes persistence, retention, and success data disaggregated by ethnicity.
- Allocation corresponds to faculty, staff, and equipment needs prioritized according to program assessment data. Allocation also includes library resources.

Program review is designed to guarantee the linkage of the goals of the course, department, program, and Mission Statement. It also is intended to promote meaningful collaborative planning and decision-making based on data analysis aimed at improving programs and services.

**Self-Evaluation**

SJCC meets the requirements of this Standard. The College has integrated its Mission Statement, vision, and core values into planning processes. The Accreditation Survey shows a broad acknowledgment that the College Mission informs planning and decision-making. When asked, seventy-percent of survey respondents agreed with the question: “Does the mission statement of the College inform planning and decision-making?”

**Planning Agenda**

1. The College must ensure that the Mission remains the focus during planning and decision-making. The College Planning Council must establish and communicate clear policies and procedures as well as monitor subsequent implementation.
Standard IA List of Evidence

IA.01 Mission & Vision Statement_SJCC
IA.02 Annual Review of Student Trends_SJCC_2008-2009
IA.03 Basic Skills Reports
IA.04 Basic Skills Advisory Group Charge
IA.05 CUE-Equity Scorecard_SJCC
IA.06 Achieving the Dream_SJCC Website
IA.07 Umoja Program
IA.08 Metas Program
IA.09 Construction College
IA.10 Service Learning
IA.11 Middle College
IA.12 Peer-Led Team Learning (PLTL)
IA.13 Counseling
IA.14 Financial Aid
IA.15 Extended Opportunity Programs & Services (EOPS)
IA.16 Cooperative Agencies Resources for Education (CARE)
IA.17 Cal WORKS Program
IA.18 Disabled Students Program & Services
IA.19 C.A.R.R. Retention Program
IA.20 2009-08-11 Board Minutes, p5.pdf
IA.21 College Catalog_San Jose City College_2009-2010, Chapter 1 (web)
IA.22 Frequently Asked Question Guide_1.28.10
IA.23 Student Success Guide and Planner
IA.24 College Planning Council Charge
IA.25 Mission Statement_Board Approval_8.11.09
IA.26 Mission Statement_CPC Minutes
IA.27 Mission Statement New and Improved_Burke Email_3.20.09
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<th>IA.28</th>
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I.B Improving Institutional Effectiveness: The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key process and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1 The institution maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes.

Description
The College engages in a multi-layered, cross-campus, self-reflective dialog regarding student learning, institutional processes, and the continuous improvement of the College. The Mission Statement, College goals and strategies, accreditation, SLOs, the curriculum development process, program review, the budget and planning process, and other aspects of college life that affect student learning are frequently discussed. This dialog takes place in formal and informal settings. Formal settings include standing committees, advisory committees, the Academic Senate, the Associated Students, Professional Development Days, Strategic Planning Town Hall meetings, department and division meetings, and retreats. Less formal discussions include dialog regarding collegewide initiatives like the Basic Skills Initiative, Equity Scorecard Project, and Achieving the Dream (ATD).

Standing committees: College standing committees include the College Planning Council (CPC), Finance Committee, Safety Committee, Campus Technology Committee, Facilities Committee, Diversity Advisory Committee, and the Staff Development Committee. The membership of the standing committees follows the quadripartite-shared governance structure that includes students, faculty, staff, and administrators. This arrangement ensures that all constituent groups are included in the decision-making process. The standing committees are vital to the success of the College because they provide an opportunity for collegial, self-reflective dialog (1).

Strategic planning: Town Hall meetings, the format used for strategic planning, offer unique opportunities for individuals to express their feelings and opinions about conditions at SJCC. They allow the College to examine its strengths and weakness openly, while also helping to develop commitments to action (CTAs). This self-reflective dialog promotes continuous improvement of student learning by examining institutional programs and processes (2).

Basic Skills Initiative (BSI): The California Basic Skills Initiative (BSI) is a statewide endeavor to improve foundational skills in reading, English, English as a Second Language (ESL), and math. The BSI group was formed in the fall of 2008 during the third phase of the initiative. Although the group had a late start, it created a collegial forum where the needs of SJCC’s basic skills students are discussed on a regular basis. These discussions resulted in proposals emphasizing success in basic skills and ESL students, with efficacy to be proven by ongoing assessment of these projects. The BSI operates simultaneously with the Equity Scorecard Project, a program based on the
concept of equity and the balance scorecard framework of Kaplan and Norton. Both groups work independently of each other on ways to improve the success of basic skills/ESL students. The BSI focused on planning and assessment, beginning work on a project that reviewed the placement test for ESL and adopted a writing assessment for basic skills students in the English department. The project was stopped right after the spring 2009 semester in order to further explore the Equity Scorecard and ATD initiatives. The BSI advisory group was recently revived and its work has begun anew.

**Equity Scorecard:** In its efforts to eliminate inequities in higher education outcomes for underrepresented students, the San José /Evergreen Community College district sought the assistance of Dr. Estela Bensimon, Director of the Center for Urban Education at USC, to implement the Equity Scorecard Project (now known as CUE Equity Model) (3). Equity Scorecard is an intervention that seeks to promote awareness of educational inequities and their causes. It also aims to transform the perspective through which individuals and institutions view inequities. Specifically, the CUE Equity Model is an evidence-based inquiry process that reframes the discussion of student outcomes from one of student responsibility to one of institutional barriers to success. This is accomplished through examination of student data outcomes disaggregated by ethnicity. These data pertain to access, retention, completion rates, and equity gaps in student outcomes. The findings from this work are significant. For example, based on the 2001 cohort, it was noted that after 6 years, only 40 out of 700 students made it into transfer-level courses even though 90 percent of students indicate at the time of enrollment that their primary goal is to transfer. Further analysis can be found in the Final Report. The Equity Scorecard Project was not brought through the shared governance process, and consequently never received the approval of the governance constituencies.

**Achieving the Dream (ATD):** ATD is a national initiative whose purpose is to increase the success of students, particularly under-represented ones, that are most at risk of not achieving academic success. ATD’s student-centered model is focused on creating a culture of evidence in which data and inquiry drive broad-based institutional efforts to close achievement gaps and improve student outcomes. Colleges participating in ATD agree to engage faculty, staff, and administrators in a process that uses data to identify gaps in student achievement. That information is then used to implement or revise strategies for closing these gaps (4).

**Academic Senate:** In Academic Senate meetings, discussions take place regarding many facets of the curriculum, including prerequisites, degrees, certificates, grading policies, educational programs, policies regarding student preparation and success, College governance structures, faculty involvement in accreditation processes, program reviews, and processes for institutional planning and budget development (5; 6). The Instructional Policies and Curriculum Committee (IPCC) is a subcommittee of the Senate, which coordinates curricular offerings so that they uphold the California Education Code, are consistent among the divisions and colleges of the San José/ Evergreen Community College District, are comprehensible to students and staff, articulate with high schools and four-year institutions, and support the goals and objectives of the District. IPCC leads the discussion on development and implementation of Student Learning Outcomes (SLOs), particularly in instruction, in order to improve student learning. Since 2002, all new and revised courses have been required to have SLOs.
**Associated Students (AS):** At Associated Students meetings, students freely discuss issues that affect students in general. Recent topics include the Associated Students’ book loan program, the increasing cost of textbooks, and the sustainability of new buildings. Reports are given from the AS representative sitting on standing College committees. College groups with AS representatives include the Finance Committee, Safety Committee, Campus Technology Committee, Diversity Advisory Committee, the College Planning Council (CPC), the strategic planning teams, and the Town Hall meeting group. Currently, the SJCC Student Trustee, a former board member, goes over the entire board agenda each month with the Associated Students Council. Students are encouraged to ask questions and offer ideas, philosophies, and feedback to the student trustee to take back to the Board of Trustees.

**Program Reviews:** This process requires extensive discussion regarding the extent to which students are achieving department/program objectives to improve student-learning outcomes. Members of each department/program participate in the evaluation of student achievement, using this information to identify strategies to improve student performance. The program review process was modified in fall of 2009 to include an assessment of the department/unit progress in using SLOs to improve student learning. The modification intended to guarantee linkages between course, department, and the College’s SLOs and the Mission Statement as well as between course-based SLOs and Program Learning Outcomes. Linkage between program planning and budget decision-making has been the norm for some time. As an essential part of the program review process, the campus has focused on the identification of SLOs beginning at the individual course level and expanding to the program and unit levels. Attention has also been paid to developing consistency between institutions in order to facilitate the articulation of courses. Extensive dialog regarding SLOs continues at various levels of the campus community.

**Self-Evaluation**

SJCC has undergone many changes within the last four years. During this time, there have been eight presidents: two permanent, three acting, and three interim. Since beginning this Self Study, the second permanent president has left the College, a new interim president began and then departed to become interim chancellor. That acting chancellor of SJECCD will return to the interim status as president once a new chancellor is hired. Currently, the vice president of Academic Affairs is the acting president. The instability of leadership has taken a toll on the College community. Being one of the smaller multi-campus districts in the state, far fewer people are available to participate in the necessary planning to ensure institutional effectiveness. The College has seen an increase in enrollment from 16,365 in 2005-06 to 18,493 in 2008-09, a 13% increase. At the same time, severe reductions to the general fund have resulted in devastating cuts to the College. In addition, important initiatives like the BSI, Equity Scorecard Project, and ATD have decreased the time for shared discussion in standing meetings. Given the budget reductions in a high growth environment, workloads have unavoidably increased. Engaging in the necessary discussion to nurture consensus about college issues is consequently challenging.

However, in spite of the current state of higher education budgets and leadership challenge of the last four years, the College is committed to shared governance with faculty, adjunct faculty, classified staff, students, and administrators. All standing committees actively discuss issues affecting the College; this is especially true regarding the College Planning Council (CPC).
Academic Senate and classified staff discuss issues of concern specific to their area. Deans and
Directors meet jointly on a regular basis to ensure continuous information exchange about services
to students. The AS meets to discuss student concerns, bringing these to the attention of the College
and District leadership.

Dialog related to the improvement of student learning and institutional processes is substantial in
quantity and quality. The 2006 Employee Accreditation Survey responses, with a broad range of
questions concerning dialog, generated positive responses (10). For instance, the survey included
the prompt: “Administrators/faculty/staff members have adequate opportunity to engage in dialogs
about improvement of learning.” Fifteen percent of those surveyed responded “strongly agree” and
54% responded “agree,” with a total of 69% in agreement with the impression that the College
provides opportunities to discussion the improving student learning. Institutional effectiveness,
strategic planning, college initiatives, and program reviews serve as inclusive tools for the
College to effectively undertake planning and evaluation processes. These tools add to collegial,
self-reflective dialog. Though sometimes difficult given enrollment growth in conjunction with
fluctuating budgets cuts, open dialog remains a major objective of the College.

Planning Agenda
The College must develop a means to effectively integrate the data derived from the BSI, the
Equity Scorecard Group, Strategic Planning, and ATD Program with the budget planning and
allocation process.

I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The
institution articulates its goals and states the objectives derived from them in measurable
terms so that the degree to which they are achieved can be determined and widely discussed.
The institutional members understand these goals and work collaboratively toward their
achievement.

During 2007-08, the College implemented an accelerated planning process to create a three-year
strategic plan. The key components of this strategic planning process were:

- Offering a town hall format.
- Focusing on only three initiatives.
- Aligning with the goals of the Chancellor and the governing Board.
- Informing by environmental scans, including demographics of the service area, SJCC
  student success data, and information from the CCCSE tool assessing student engagement
  (11).

The accelerated process was based on a framework known as Accelerated Corporated Transfor-
mation (ACT) that quickens the process for confronting institutional realities, aligning and engaging
and organization via a cascade process, and then to follow through executing the new set of initia-
tives. In a series of town Hall meetings, the College identified strategic initiatives, core values,
and Vision Statement for the College. During the first town hall meeting, participants worked
individually and in groups to identify three strategic initiatives requiring immediate attention,
establishing three work teams with co-champions as team leaders. Three new strategic initiatives
were identified: meeting student needs, enrollment retention and persistence, and College image
and outreach. Three subcommittees were formed to study each of these strategic initiatives in more detail. The subcommittees reported their findings in the next town hall meeting. In subsequent town hall meetings, the initiatives were refined. The College Vision Statement “Inspiring success, one student at a time,” was developed. A new set of core values for the institution were identified: “student centered,” “priority driven,” and “collaborative.” Divisions and Departments developed (goals) “commitment to action” (CTA) plans aligned with these three initiatives (2; 12).

On April 2008, during Professional Development Day, the strategic plan was presented to the campus (13). During this meeting, participants wrote individual and group CTAs to support each initiative. Throughout this process, the President encouraged the entire campus to get involved. 70 faculty and staff members participated in the town hall meetings. Over 200 members of the College community were present when the individual CTAs were finalized. The individual CTAs and the Department and Division CTA’s were used to drive the process of continuous College improvement during the year 2008-09. All College areas worked collaboratively to fulfill the goals of the collegewide initiatives. The Vice President of Academic Affairs, the Vice President of Student Affairs, and the Vice President of Administrative Services, along with Deans and staff, were responsible for monitoring the completion of the CTAs for each division. A summary of the CTAs accomplished at the end of one year and a scorecard of the 2008-09 strategic plan, was presented at the College Planning Council (CPC) and during the fall 2009 convocation. The revision and update of the strategic plan scheduled for the next cycle 2009-2011 began in the fall of 2009. In this new cycle the College identified three new strategic initiatives: Matriculation, Course Scheduling and Equity and Student Success. However the creation of CTA’s for Divisions, Department and individuals based on these three new initiatives was delayed in order to integrate into institutional plans and budgets student success initiatives and programs, such as Achieving the Dream (ATD), METAS and Umoja, to ensure that they can become institutionalized in the future. Indeed, for the first time, results from student focus interviews, which were done during at the end of the fall 2009, will become part of the internal scan for the continuation of the strategic planning in the fall 2010.

There are federal and state funded programs such as Metas and VTEA grants respectively that need to meet specific goals to continue receiving funding. Other departments such as Student Affairs and Services (SAS) departments and categorical programs must set specific goals each year because of California requirements. To monitor progress on these goals, end-of-semester reports are submitted to the Dean of Students and the Vice President of Student Services. The categorical programs, which include Matriculation, Extended Programs and Opportunities, Cooperative Agencies for Resource and Education (CARE), Disabled Students Programs and Services (DSP/S), and CalWORKs, must submitting to state and county funding agencies program plans. These plans describe each program’s goals and the progress made towards achieving these goals. The plans also include mid-year and final reports. SAS managers are required to set individual department and program goals as part of their personal performance appraisals. These goals are reviewed with the Vice President and Dean as appropriate, and are included in the goal monitoring process (14; 15).
Self-Evaluation
As described in the Strategic Plan, the development process involved representatives from all constituencies as well as the Academic Senate, classified staff, and student government. The plan presented in April 2008 identified three main initiatives. Each was followed by multiple CTAs developed at the division, department, and individual level (2).

The three initiatives were the result of consensus-building efforts that sought to ensure that the entire College community is committed to institutional objectives. The initiatives are influenced by the goals of the Chancellor and the governing Board, ensuring alignment of College and District objectives. The College received positive responses on the 2006 Employee Accreditation Survey (6) to questions concerning opportunities to participate in dialog (see I.B.1) and to participate in planning. The Survey included the prompt: “Administrators/faculty/staff members have adequate opportunity to discuss and influence College Strategic Planning goals.” 14% of respondents indicated they “strongly agree” with the statement; 60% responded “agree.” In all, 74% of respondents indicated a positive perception of the ability to discuss and influence College Strategic Planning goals.

The strategic planning process, including all parts of the institution, was designed to be participatory. It produced measurable, aligned and relevant CTA’s. However, the change in process was so extensive that some Departments and Divisions were uncertain about the process and about how specific CTA’s needed to be. Certainly, strategic planning helped focus College priorities and use of data, but sometimes tipped the balance of collegial decision-making such that faculty often felt without a voice in the process. The challenge in the next phase of strategic planning is to balance the enhanced information and data-gathering abilities of the College with a process that better integrates the entire campus community and student success initiatives and programs.

Planning Agenda
1. A revised strategic planning process should be developed to encourage inclusiveness, but to also make greater use of existing governance structures, including the Academic Senate (especially for new unit proposals); Curriculum (new program proposals); and the College Planning Council.
2. The process of strategic planning should also promote greater staff involvement in the policy development process. This process can build on the basic approach of the past few years, but needs to avoid centralizing action into a single entity such as just the CPC. Development of the process must be a collaborative effort headed by the institution's President.

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Self-Evaluation is based on analyses of both quantitative and qualitative data.

Description
The budget-planning process has been revised to include greater input through the College Planning Council (CPC) and Finance Committee. After the last Self Study, the CPC, in collaboration with
the Academic Senate, held a series of meetings to develop an institutional planning guide. This document outlines the cycle of integrated planning, resource allocation, and implementation that occurs at the College. The document is complemented by a budget allocation calendar showing timelines, planning priorities, and evaluation tasks. The process links program assessment (through Program Reviews) to the Strategic Plan, District priorities, and Chancellor’s priorities (16).

Budget planning starts with the District Committee for Budget and Finance, whose members include participants from SJCC, EVC, and the District. The College budget planning process begins at the division level during the winter semester. Deans and Directors are provided with information on budget expenditures for the previous years as well as expenditures for the current year. The Deans analyze department program reviews and then submit requests and justifications based on anticipated need. Vice Presidents review the budget allocation requests and make recommendations based on program reviews, the strategic plan, and the College Mission. The Finance Committee collects the recommendations and forwards the information to CPC, which makes recommendations to the President.

Ongoing systematic review of programs occurs through the program review and curriculum committee process. Program Review is a major component of the planning process, particularly as it relates to resource allocation (17). The process is faculty-driven. During the Program Review, faculty evaluate a program’s ability to address student need. Following the evaluation, budget, staffing, and equipment needs of the program are considered. The District Office of Research and Institutional Effectiveness (RIE) provides data from a variety of sources (including state, District and College data, and environmental scans) to assist in decision-making. RIE also conducts workshops and makes presentations to disseminate research findings to help committees and departments identify data useful in the evaluation of their programs (18).

**Self-Evaluation**
The Institutional Guidelines document illustrates the ongoing process of integrated planning, resource allocation, and implementation occurring at the College (19). It is an excellent reference that informs planning and evaluation. The Guidelines help the College ensure that planning and allocation occurs in a thoughtful, deliberate. As a consequence, the integrated planning process links program assessment (through Program Reviews) to the Strategic Plan and the budgeting process. However, the response from the Accreditation Survey to the prompt: “Materials, resources, equipment, and personnel are allocated, based on planning and decision-making (subject to resource limitations),” was not as positive as expected. Only 9% of respondents indicated they “strongly agree” with the statement; 42% responded that they “agree.” The Survey implies that only a slight majority of the College community knows that planning and budget allocation reconnected (10).

**Planning Agenda**
The institutional planning process is an evolving one that relies on continuous review for improvement. The process will be evaluated at least once every three years, and improvements will be made as needed. To foster a broader understanding of the process, the College needs to post and publicize more visibly the document that guides planning and allocation. This is also true for the budget process calendar. It is recommended that both documents be posted electronically on the College website and distributed in hard copy throughout the College.
As the committee in charge for advising the President in planning matters, the CPC should develop measures for evaluating progress toward institutional goals. The CPC should also develop criteria and procedures to integrate information from various initiatives and projects (such as BSI, ATD, and METAS) into the Strategic Plan. It is recommended that the RIE Office provide more support to programs and departments in gathering the data used in program reviews. In addition, more training on using the information provided would make program review more effective.

I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Description
Most Collegewide planning occurs via participatory governance committees. Most notably, the College Planning Council (CPC) annually reviews and updates the College Mission and evaluates, integrates, and oversees all aspects of College planning. CPC meetings are public. The Facilities Planning Committee, which reports to the CPC, oversees the facilities planning process. That process involves many constituencies, from District representatives to, in some cases, members of an architectural firm. New program planning also occurs through committee, usually the Instructional Policies and Curriculum Committee (IPCC) or the Student Success Committee. Membership on planning committees related to shared governance is determined through election and voluntary, providing broad-based involvement. The Academic Senate and Associated Students hold elections to determine officers. Many of these officers, in turn, become members of planning committees as representatives of their respective groups. The presidents of the Academic Senate and representatives from CSEA sit on the CPC and the Finance Committee. Representatives from these bodies represent their constituents’ concerns to these committees and report feedback to their constituents. CPC reviews the proposals of standing committees, sometimes initiating a request to study specific issues or concerns (20).

The College uses various prioritization processes to determine resource allocation, the most significant being the annual budget process and the faculty and classified hiring process. The Budget Committee is charged with reviewing budget allocation models used for all budget development revenue sources (21). The actual prioritization process occurs outside the Committee, starting at the discipline/operating unit level and working its way up through the department and area levels. The process ends with the college president. Overall, this method promotes broad-based participation in resource allocation decision-making (16).

The faculty and classified hiring prioritization processes occur separately. Each is by representatives of the respective groups and by administrative representatives. Requests for new positions typically originate in the departments. Once the requests for new positions are prioritized, the president reviews them. The vice presidents of Instruction, Student Services, and Administrative Services advocate for new faculty and staff hires.

When priorities are not funded through the budgeting process, the College may reallocate resources internally or seek external sources of funds. External sources include expanding revenues for
noncredit workforce training, obtaining grants from government agencies or private foundations, or establishing partnerships with private businesses or nonprofit entities. The College has received several federal grants. In 2008 the College received a Title 5 Hispanic Serving Institution grant that provided funds for faculty and staff development, technological development, and basic skills enhancement. The College also received grants for Technology Preparation and Vocational and Technical Education (22).

**Self-Evaluation**
The shared-governance framework provides a collegial, inclusive environment offering numerous opportunities for administrators, faculty, staff, and students to get involved in planning processes. Input is solicited from constituencies at department/division meetings, committee meetings, open forums, program reviews, and other collegewide venues.

According to the 2010 Employee Accreditation Survey, however, the College received lukewarm responses to questions concerning opportunities for funding based on planning. Though about 90 percent of the institution’s budget is used for salaries, the College community has concerns about the equity of resource allocation. The lowest mean score, 3.0, was in response to the prompt: “College budget decisions are based upon input from all constituencies.” 7.5% of respondents indicated they “strongly agree;” 33% responded they “agree.” As pointed out with regard to Standard I.B.3, the second lowest mean score (in a Liker scale) was in response to the prompt: “Materials, resources, equipment, and personnel are allocated, based on planning and decision-making (subject to resource limitations).” 9% of respondents indicated they “strongly agree;” 42% responded they “agree.” The College needs to make an effort to better communicate the allocation processes, particularly with regard to adjunct faculty members, who have traditionally had fewer opportunities to participate (10).

**Planning Agenda**
The College should involve the constituencies at the start of planning. The College should publicize the integrated planning resource allocation process more widely. In particular, the College should make a conscious effort to include adjunct faculty members and part-time staff. A review of the prioritization criteria for resource allocation is yet to be completed. In addition, the College needs to increase its ability to identify and obtain external funding to carry out its mission.

**I.B.5** *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

**Description**
SJCC uses assessment results to communicate matters of quality assurance to its constituencies. In order to disseminate the College’s assessment results, it uses the College’s website and publications such as the College Schedule of Classes (See Student Right to Know). Brochures and flyers for academic programs, student affairs, and College services are disseminated in the community, at high schools and middle schools, and on the College website. Each high school in the College service area is provided an SJCC resource binder that is updated each semester. Many materials are available in Spanish and Vietnamese. The College’s Mission to promote justice through open and equitable access to quality education and programs is evident.
Since the last accreditation, the College has become a more data-driven institution. The District Research and Institutional Effectiveness Office (RIE) plays a key role in supporting institutional assessment, planning, decision-making, and quality improvement. RIE coordinates data collection efforts, generates reports, and presents findings to facilitate the dialog on effectiveness. Much of the data collected by RIE can be found in the San José City College Factbook published by RIE (23). The Factbook is distributed to SJCC administrators, district administrators, and the Board of Trustees. The Student Trends Factbook is available online at the RIE website. Excerpts are used in presentations to the Board of Trustees, at campus wide events, and at program and division meetings. Some of the most important presentations are also posted on the appropriate page on RIE’s website (18). Departments use RIE data for a variety of purposes, especially planning. Faculty, staff, and administrators use data in presentations at conferences and workshops.

Student data is also available through Portal and Discoverer, systems available only to managers. Portal is a web-based tool providing access to reports used regularly by administrators (24). Portal was developed in a partnership with Butte College. Discoverer is a data-reporting tool to generate customized student reports to meet a wide-range of information needs (25). RIE also prepares ad hoc reports for specific initiatives, such as the ATD Program, academic projects like the Equity Scorecard Report, and for pursuing external funding, as with the Title 5 grant. The California Community College system makes available data from all community colleges on its website, including demographic information, student success data, and the informative annual ARCC reports (30). Transfer student data from the University of California show that the institution needs to prepare students for their first year at the UC system (31).

The following table summarizes sources of assessment data the College utilizes.

<table>
<thead>
<tr>
<th>Question: What data does the college collect?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Characteristics</strong></td>
</tr>
<tr>
<td>• Student demographic data.</td>
</tr>
<tr>
<td>• Enrollment Trend Analysis (Fact Book).</td>
</tr>
<tr>
<td>• High School sources of students.</td>
</tr>
<tr>
<td><strong>Student Progress</strong></td>
</tr>
<tr>
<td>• Tracking of student retention, persistence, course success and academic standing at program and college-level by term and by year.</td>
</tr>
<tr>
<td>• CCSSE community college survey of student engagement and 2007-evaluated students’ engagement in activities that research has shown to promote success.</td>
</tr>
<tr>
<td>• Placement test scores.</td>
</tr>
<tr>
<td>• Basic Skills program innovation studies.</td>
</tr>
</tbody>
</table>
Student Outcomes

- Degree/certificate awards reports at program and college-level.
- Transfer to 4-year data reports.
- Student Equity Report.
- Student Accountability Report (ICCIS).
- Equity Scorecard Report.
- Cohort for ARCC report.

Other

- Ethnicity of administrators, faculty, and staff.

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Question: By what means does the College make public its data and analyses internally and externally?

Student Characteristics

- Documented in Fact Book available on RIE website and announced through internal email of new updates and reports.

Student Progress

- Documented in Fact Book available on RIE website.
- Through email announcement, presentations to committees, at Professional Development Days and Board meetings.
- Program specific studies results were shared in department meetings by requesters (Math and English/ ESL).
- Basic Skills reports.
- Equity Scorecard Report

Student Outcomes

- Documented in Fact Book available on RIE website.

Other

- Documented in Fact Book available on RIE website.

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Question: By what means does the College make public its data and analyses internally and externally?

- Documentation about success results is readily available for all constituents to access online or in paper form.
- Approximately 80% of the College's students are from its District area. This number demonstrates the worth of the College to its constituents. Even during difficult economic times, students continue to respond to the College by enrolling in ever-growing numbers.

Self-Evaluation

The College uses a variety of documented results to communicate matters of quality assurance to appropriate constituencies. The College can generate useful reports from comprehensive data sources. Data use helps support student enrollment and community participation. The College is doing a good job of producing documented results and communicating quality assurance information to faculty, staff and students. However, the process of becoming an assessment-based institution is still evolving. While some resource utilization data is tracked, that data is most relevant...
to individual courses, programs, or units rather than to the institution as a whole. Moreover, this data are primarily used for decision-making internal to the College rather than for publicizing the successes of the institution. The lack of a marketing staff member hurts the ability of the College to communicate to the public information about the quality of its programs.

Another area of concern is the collegewide assessment of learning outcomes at the student, program, and institutional level. The systematic assessment of learning outcomes has not begun; as a result, collection mechanisms and reporting of assessment data are not been developed. The College needs to develop a system for collection and dissemination of assessment information that can be used to improve instruction and services. The College also recognizes other areas needing improvement, in particular development of performance indicators to help the institution monitor progress toward achieving goals and a continuous investment in much better infrastructure to collect, report and analyze cohort data. The College also needs to support more student and alumni surveys to measure effectiveness, program quality, and student satisfaction.

**Planning Agenda**
The College and District need to invest more resources in data collection and distribution. Finding better tools for tracking student cohorts through the College, for example, would make easier the task of monitoring program quality and effectiveness. The College needs to systematically administer student and alumni surveys in order to gather data and monitor changes in student satisfaction, student engagement, and institutional climate. To augment its capacity to generating “hard data” reports and analysis, the College needs to develop a more regularized assessment of opinions from the entire campus. The Accreditation Survey was the first opinion survey of all faculty and staff in some time. Follow-up surveys, done in conjunction with concerns generated from the Academic Senate and the California School Employees Association (CSEA), should be employed on a regular basis. Finally, the institution needs to explore tools and processes to support a collegewide SLO-driven cycle of assessment.

**I.B.6** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

**Description**
As a result of the last accreditation, an extensive review of the effectiveness of the planning and resource allocation processes took place. The final result of these efforts was the Institutional Planning Guide. The Academic Senate worked with the College administrators to develop the academic/professional aspect of the guidelines. The Academic Senate approved the document in May 2006 as a working document with the aim of reviewing it in one year to see if its provisions would prove to be effective. To make certain that a year-end review of these guidelines would take place, the end of the document itself stipulated it would sunset at the end of June 2007.

The Institutional Planning Guide included the past Mission Statement, a description of the role of the College Planning Council (CPC), and the guidelines and processes for integrating planning and budgeting. Four addenda were included: the SJCC Strategic Planning Goals, the Program Improvement Process, the Program Review, and the Continuous Program Review guidelines. In
fall 2006, the new Program Review was used for the first time to evaluate programs petitioning for full-time positions. In prior years, petitions for full-time positions were brought to the Academic Senate with little or no specific information about the validity of the need for a full-time position. The process was reviewed, and in March 2007, the Academic Senate voted to accept the Continuous Program Review (CPR) process as a “living document.” The intention was to develop a more comprehensive review process as soon as the District gained the ability to provide to the Colleges reliable and accessible data needed for strategic planning, program review, measurement of student achievement, and evaluation of institutional effectiveness.

In light of existing research and the requirements of the ACCJC, the College updated the program review process during the fall 2009. Program reviews are designed to provide rigorous examination of programs and their outcomes, encouraging departments to be responsive to student needs. The new collegewide program review alignment ensures that each review includes the program’s mission statement, student or program-level outcomes, and assessment data. In addition, the vice presidents of Academic Affairs, Student Affairs, and Administrative Services have developed a program review timeline for each of their areas. Student Affairs and Services is now reviewing and revising its program review document.

**Self-Evaluation**
The College worked diligently over the past several years to establish an effective institutional planning process. Significant improvements have been made to systematically and effectively use data in the decision-making and planning processes. The program review template has gone through several iterations as the capacity for data access continues to improve and new measures of institutional effectiveness are considered. There is a process for budget allocation and planning outlined in planning guidelines. Nevertheless, a thorough review of all the elements in the planning and budget allocation process is yet to be completed. In order to assess whether the process is effective, the CPC needs to consider adding an evaluation component to monitor each step of the planning. Furthermore, because program reviews are intended to be the foundation for institutional planning processes and resources allocation, they need to undergo evaluation to ensure data analysis encourages dialog about program improvement.

**Planning Agenda**
The CPC, in consultation with the Academic Senate and the administration, needs to design and implement a systematic assessment for planning and resource allocation processes. This may include formative evaluations and procedures for recommending appropriate modifications and adjustments. Criteria need to be developed to help assess if the allocations are bringing the institution closer to achieving its goals. Program reviews are now the main tool for evaluation of the effectiveness of a program. Consequently, the College needs to fund and organize workshops to train faculty to work with data collection during the assessment and program review process. A research analyst needs to be available for staff and faculty drafting program reviews to help analyze and interpret data. Program reviews also need to undergo anonymous peer review to ensure sound analysis and that the program goals are aligned to the strategic goals of the College.

**IB.7** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.
For many years, department dialog and program review were the primary means to evaluate instructional programs. The program review process now extends to the areas of Student Affairs and Services and the Library and Learning Resource Center. Student satisfaction surveys also play a part in the evaluation process and help guide improvement. Instructional programs complete a comprehensive program review process every six years (or less if the shorter CPR). The CPR is completed yearly when the program determines more resources are needed to fulfill its mission, take advantage of new opportunities, or to employ teaching methodologies to improve student learning. Student Affairs and Services evaluates its programs each academic year using a customized program review template because of the unique nature of their services. Student Services managers worked together to review and modify the instrument to ensure its. Student Services and instructional program reviews collect quantitative and qualitative data from a variety of sources, utilizing this information to identify areas of strength and weakness. Accountability reports required by the Chancellor’s Office are used as part of the Program Review process for categorical programs. For example, the Student Services Accountability Report includes the program reviews for EOPS/CARE, DSPS, CalWORKS, and Financial Aid (6). The RIE and Deans assist the programs in locating much of the quantitative information and data needed to prepare the program review. Programs and departments are responsible for collecting most of the qualitative data themselves. This includes feedback from students, alumni, and employers.

The College mandates the evaluation of individual courses and instructors by students. These evaluations provide valuable immediate feedback for faculty in refining their courses. Student evaluations are used with peer evaluations in the assessment of faculty, particularly lecturers and probationary faculty, for the purpose of contract renewal. The evaluation process for tenured faculty is described in full detail in Article 21 of the Faculty Association contract. The evaluation takes place every three years. An evaluation committee collects and reviews relevant class materials, including syllabi, assignments, and exams. The committee visits class sessions and records observations on a prescribed form. An evaluation survey is conducted with the students in attendance. These form the basis for subsequent discussions with the faculty member and result in a written report to the division dean. The Faculty Association and administration assess the effectiveness of these evaluations as part of the bargaining process.

**Self-Evaluation**

All programs, instruction, and student services go through program review on a cyclical basis. The department/unit program review reports serve as the primary method to assess effectiveness and plans for improvement. The College fosters an awareness of the need for periodic evaluation, program improvement, and ongoing assessment in the College. Departments and programs are increasingly aware that this process leads to program improvement, significantly impacting the quality and effectiveness of services provided to students. Decisions to modify programs are data-driven, and the effects of the changes are noted in the program review. The effectiveness of the process can still be definitely improved. Some faculty and staff find the process challenging because of the quantitative analysis. Survey design and implementation makes writing the report more difficult. Assessment of learning outcomes has not begun. A collegewide implementation of the SLOs cycle and the use of those results during program review would strengthen evaluation and ultimately the effectiveness of the institution.
Planning Agenda
The College, along with the RIE, needs to develop workshops and materials to foster systematic and rigorous research and analysis skills among faculty and staff to establish a much firmer basis of the cycle of assessment and improvement. Additionally, the College and RIE need to design a series of workshops for faculty and staff in a variety of SLOs assessments because effective assessment processes require multiple measures as well as reliable instruments. Another need for improvement is to create a program review process for administrative areas and for academic student support services. Although program reviews have been written for some time, the program review process was updated recently. The dialog about the right measures of effectiveness needs to continue. Finally, having a better capacity to do cohort analysis is essential because clarifies the pattern of student progress and success through the institution, an analysis that will provide a reliable measure of institutional effectiveness.
| IB.01 | Standing Committee Charges |
| IB.02 | Commitment to Action - End of Year Scorecard_09.2008 |
| IB.03 | CUE-Equity Scorecard_SJCC |
| IB.04 | Achieving the Dream |
| IB.05 | Academic Senate Meetings |
| IB.06 | SLOs_Assessment and Planning_Academic Senate |
| IB.07 | Associated Students Body Meetings |
| IB.08 | Program Review Dialog |
| IB.09 | SJCC Headcount Enrollments by Full Academic Year_2005-06-2008-09 |
| IB.10 | Accreditation Survey Results_Jan 2010 |
| IB.11 | CCSSE 2008 Institutional Report |
| IB.12 | Strategic Planning |
| IB.13 | Strategic Plan_PDD Presentation |
| IB.14 | Categorical Programs Self Evaluation_10.31.2008 |
| IB.15 | Categorical Site Visit General Summary-Summary Report, 4.16-17.09 |
| IB.16 | Budget Development Process_SJCC |
| IB.17 | Program Review Template_2.10.10 |
| IB.18 | Research & Institutional Effectiveness (RIE) Website |
| IB.19 | Institutional Planning Guidelines_2006 |
| IB.20 | Standing Committee Summary_12.14.09 |
| IB.21 | Finance Committee Charge |
| IB.22 | Federal and State Awards_6.30.09 |
| IB.23 | Annual Review of Student Trends_SJCC_2008-2009 |
| IB.24 | Sample Portal Course Review Report Documentation |
| IB.25 | Discoverer Tool_Training_9-05-08 |
| IB.26 | Continuous Program Review_CPR |
| IB.27 | Program Review Timeline_2009 |
IB.28  Student Affairs Program Reviews_2008-09
IB.29  Faculty Association_SJECCD Contract_2006-2009
IB.30  CCCC Datamart
IB.31  University of California Stat Finder
STANDARD II
STUDENT LEARNING PROGRAMS & SERVICES

Standard II Co-chairs:
Dr. Patrick Gerster, Dean of Social Sciences
Dr. Guillermo Castilla, Mathematics Instructor

Standard II A: Instructional Programs Co-chairs:
Dr. Leandra Martin, Dean of Mathematics & Sciences
Leslyn McCallum, Communications Instructor

Members:
Dr. José Cabrera, Chemistry Instructor
Bruce Geer, Campus Tech Support
Robert Gutierrez, Instructional Assistant Reading & Writing Center
Sue Hager, Curriculum Specialist
Debbie Huntze-Rooney, Physical Education Instructor
Renza Nassab, Cosmetology Instructor
Dorothy Pucay, ESL Instructor & IPCC Chair
Kishan Vujjeni, Dean of Careers & Business Services

Community Members:
Neil Struthers, Community Member
Bill Erlandson, Community Member
Carol Coen, Community Member

Standard II B: Student Support Services Co-chairs:
Marilyn Brodie, WIN & CalWorks Director
Fabio Gonzalez, EOP&S Director & Counselor
Dr. Romero Jalom, Dean of Special Programs & Counseling
Dr. Marie-Elaine Burns, Vice President of Student Services

Members:
Brenda Barnes, Admissions & Records
Takeo Kubo, Financial Aid Director
Phil Renteria, Student Life Director
Carlo Santo, Admissions & Records Director
Ann Soman, Mathematics Instructor
Solomon Wilson, CARR Program Specialist

Standard II C: Library/Learning Support Services Co-chairs:
Joseph King, Librarian & Academic Senate Vice-President
Priscilla Munoz, Learning Resource Center Supervisor

Members:
Judith Francisco, Library Services
Debra Franco, Library Services
Peter Vu, Library Services
Standard II: Student Learning Programs and Services

II. The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A Instructional Programs: The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified SLOs leading to degrees, certificates, employments, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated SLOs. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Overview
San José City College offers high quality instructional programs in traditional and emerging areas of delivery. Its programs lead to associate of science degrees, associate of arts degrees, degrees leading to transfer to higher educational institutions, certificates, and job placement. Consistent with the College mission, a variety of instructional programs have been established to meet the diverse needs of the students. The quality and integrity of the course offerings are assessed through a comprehensive review and planning process that is itself currently under review. That review is yet to be finalized.

II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description
All courses, degrees, and certificates offered at San José City College are reviewed, analyzed, and refined to ensure they meet the mission and uphold the integrity of the College. This process includes:

- Course Outlines: All instructional courses, regardless of location and mode of delivery, undergo a thorough review process overseen by the Instructional Policies and Curriculum Committee (IPCC) (see II.A.2.a).
- Program Review: All instructional programs undergo a program review process every six years to ensure appropriate rigor, relevance, and alignment with the mission of SJCC (see II.A.2, II.A.2.a, II.A.2.b, II.A.6.a).
- Articulation: There is an ongoing articulation process for transfer courses with baccalaureate degree-granting colleges and universities (see II.A.2, II.A.2.a, II.A.2.b, IIA.6.a).
- Industry Advisory Committees: Industry advisory committees provide review and oversight of all career and degree technical education courses (see II.A.5).
- Faculty Evaluations: Once every three years (1, pp. 105-149), SJCC faculty undergo peer
SJCC offers approximately 90 percent of its courses (2) on its main campus using the traditional in-class instruction. The College offers off-site, online, and hybrid classes (part in-class and part online) to meet the learning needs of its students (3, p. 36).

Classes are offered off-site (approximately 3.4%) only if the alternative location can meet student needs. Courses held at Willow Glen High School and Leland High School, for example, meet the needs advanced high school students seeking to take transfer-level courses in subjects like Japanese and advanced math. Another program at Santa Clara County training facilities provides a full degree curriculum tailored to county employees, allowing students to earn AA/AS degrees. Often, off-site programs enable the College to meet the learning needs of a particular population of students. Examples of these programs include: courses in Early Childhood Education that allow students to use the Center for Job Training on-site; a course in golf at a local golf facility; and a Labor Studies course at a local labor union hall. In all cases, courses offered off-site are taught with the same rigor, depth, and SLOs as courses offered on campus. The faculty receives the same training and undergoes the same evaluation process as they do for on-campus offerings.

In fall 2009, one percent of the 1,092 sections offered were fully online and 4 percent were hybrid (2) A Distance Education Supplemental form is required for courses offered either fully online or as a hybrid; these courses also undergo IPCC review. On the Distance Education Supplemental form, departments must explain how the course will provide the same content, SLOs, and rigor as traditional course offerings. Departments must also explain how distance education students will access traditional college services like counseling or the Disabled Student Program. Since the last Accreditation Report, SJCC has improved distance education access for students in two substantial ways. First, students can apply, register for classes, and access their registration information by using the online My Web tool. Second, a course management system is available for instructors to use with all courses offered.

While there is a process for approving online and hybrid courses, the processes for evaluating faculty teaching these courses and for obtaining student evaluations for online courses have not been adequately addressed. As online offerings have increased, concerns have also been raised about student access to support services like tutoring and counseling. A Distance Education (DE) committee was re-established by the Academic Senate on October 6, 2009. (4) This committee was established to re-evaluate prior work of the District office of Research and Planning (4, 5). The College program review process is being evaluated and revised. SJCC has not yet finalized a systematic continuous program review process. Dialogue on the history of the process is discussed in depth in Standard IIA.2.e.

**Self Evaluation**

SJCC ensures that all instructional programs meet the mission and uphold the integrity of the College regardless of delivery mode or location. This is accomplished with three strategies:

1. Ensuring that all courses undergo the same rigorous process of course approval and review.
2. Requiring that courses offered in alternative formats, such as hybrid and on-line, are achieve the same SLOs as in traditional course formats.
3. Ensuring that all courses offered off-site have the same rigor, depth, and SLOs as courses offered on the main campus.

Distance Education courses are an important part of the SJCC curriculum. Although there is a well-established process for approving such courses, more work needs to be done on policies and guidelines. A suitable process for evaluating faculty teaching these courses needs to be established, as does a method by which the student evaluations are given. Students taking hybrid/on-line classes must also have access to all traditional student services. Strong, consistent program review is essential to ensure that distance education courses meet the College’s mission and uphold the integrity of traditional courses and programs. The current process for program review is undergoing analysis and revision.

Planning Agenda
1. Develop policies, guidelines and standards to evaluate the level of student support services needed for distance education courses.
2. Establish a process for evaluating faculty teaching distance education classes. (Faculty evaluations are a negotiated item covered by the District/FA Collective Bargaining Contract).
3. Institute a procedure for administering student evaluations for on-line courses. (Student evaluations are a negotiated item covered by the District/FA Collective Bargaining Contract).
4. Revise program review process and implement a six-year evaluation timeline for all instructional programs at SJCC.

II.A.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description
San José City College is committed to offering students a quality education, a sentiment evident in the College’s Mission Statement: “The mission of San José City College is to effect social justice by providing open and equitable access to quality education and programs that both challenge and prepare individuals for successful careers and active participation in a diverse, global society.” To meet this commitment, SJCC utilizes an array of research tools to better understand student learning needs and to track student. SJCC evaluates and analyzes programs systematically using the Program Review process. In addition, faculty regularly meets to assess student needs and progress at both the division and department level.

Recommendation #1 from the Evaluation Report from the 2004 Accreditation Visit directed SJCC to focus on “using information and data to create and regularly update plans, evaluating progress toward goals” (6). SJCC, in conjunction with the District, continues to expand and improve research
and database capabilities. Improving the performance, capacity, and efficiency of the College database system, the Datatel Colleague Enterprise Resource System (Datatel), became a priority. Enhancing the research capacity of the SJECCD-based Department of Institutional Research and Institutional Effectiveness (RIE) became a second major area of attention. Finally, the College fostered the development of a desktop research tool, Discoverer that can be used directly by SJCC personnel to access data on student enrollment, retention, and success.

Recently, SJCC has been involved in two major initiatives designed to increase student success through institutional research and analysis. First, the College implemented the University of Southern California Center for Urban Education (CUE) Equity Scorecard project in the 2008-2009 academic year. Second, the Achieving the Dream Initiative (see page 6) began in the fall of 2009 (these are described later in this section). In addition to these Collegewide initiatives, SJCC supports cohort research and analysis activities, including the Basic Skills Initiative, the Umoja Program (focusing on African-American students), the Puente program (focusing on Latina/o students), and the Metas program.

The San José Evergreen Community College District implemented the Datatel College Enterprise Resource System in 1999. The initial implementation was problematic due to many factors, including inadequate equipment, insufficient training, and issues with the District’s ability to integrate local systems with system updates from Datatel. These issues impeded the College’s ability to conduct needed research. In particular, the problems impacted the ability to obtain and use appropriate data for program analysis and review. A District commitment to improve the function of Datatel started in 2007 and included contracting computer consultants, equipment upgrades, and end-user training. This commitment has had positive results. Datatel can now generate accurate data in many different areas, including student enrollment, student success, and completion information. A portal system was established which increased accessibility to data for current course offerings and enrollment information. The student wait list process was updated for the enrollment in 2008, resulting in an increased ability to gauge student demand and make appropriate refinements.

The Department of Research and Institutional Effectiveness (RIE) supplies needed research and data for San José City College in several ways. One source of institutional data is the Annual Review of Student Trends. This report includes information on SJCC student characteristics, measures of institutional effectiveness, as well as degree, certificate, and transfer information. The data provided on SJCC student characteristics includes demographic characteristics of the San José area; information on the city of origin for SJCC students; zip code and feeder school information; student and faculty demographic information; student goals; and student enrollment patterns. The measures of institutional effectiveness include student enrollment trends and student success using data disaggregated by ethnicity, College division, and student retention. Information on student transfer, degree, certificate completion, and student FTEs is also included in this report.

RIE also supplies data needed for the Academic Program Review process and has created cohort studies on specific groups and programs, including the Equity Scorecard. RIE also developed an incoming Student Assessment Report that examines the number of section offerings by placement level. One very exciting initiative implemented in 2008 is a study conducted in collaboration with
San José Unified School District, a feeder district to SJCC. In this study, RIE will track students from the San José Unified School District as they progress through SJCC. In the summer 2008, SJCC deans and administrators received training in the use of the Discoverer tool for accessing the Datatel database (12). This tool allows administrators to access data in two important sites: 1. Student Success and Retention, and 2. Enrollment Management.

The Student Success and Retention site allows users to monitor student success and retention at the College by subject and course level. This information can be looked at as a whole or disaggregated by academic year, semester, student ethnicity benchmark, student age, or student gender. The administrators use this information to assess student progress and to identify programs or courses not effectively meeting student-learning needs. By having the ability to drill down into specific student course success rates disaggregated by ethnic benchmark, the institution can focus on specific improvement criteria. For example, the math department used Student Success and Retention data to examine all courses over a five-semester period. The data was then broken down by ethnicity. The analysis showed that student success in developmental math courses by two ethnic groups, African-Americans and Latino/a students, were significantly lower than Asian/ Vietnamese students (44%, 49% to 78%) (13). This finding helped guide the academic focus for the Title 5 grant. The information also led to the formation of a developmental math Umoja class focused on African-American students.

The Enrollment Management site allows the College to track enrollment information based on academic year, term, subject area, course name, days of class meeting, start times, and status of students. This information helps the College determine if the course offerings of the institution meet the needs of students in number and frequency of sections, the times classes are offered, the days of the week classes are offered, and course delivery modes.

SJCC partnered with the University of Southern California Center for Urban Education (CUE) in the 2008-2009 academic year. A joint team from CUE and SJCC used the CUE Equity Model to perform an institutional self-study of basic skills. As part of this study, a cohort of first-time college students entering the College in the fall of 2001 was identified. Their progress at SJCC was tracked and analyzed over a six-year period. The team also performed qualitative inquires concerning the campus website, matriculation, student success, and persistence rates. A qualitative review of syllabi for an Introductory Algebra class, two levels below transfer, was performed. This project resulted in the report, Applying the CUE Equity Model to Institutional Self-Assessment of Basic Skills (11).

In 2009, San José City College was invited to participate in the nation-wide Achieving the Dream Initiative (ATD) (14). This national initiative is aimed at increasing the student success rates at community colleges. This initiative focuses on increasing the student success of student populations that historically have not been as successful in college, including low income students and students of color. The Initiative promotes using data, particularly data disaggregated by ethnicity, to analyze student success. The College has been assigned to a data coach, Dr. Ken Gonzalez, and a College coach, Dr. Byron McLenney. Both help guide the College through the process of identifying areas critical to increasing student success, researching root causes for difficulties in these areas, designing interventions, and modifying the intervention based on data collection. A daylong training was
held on December 2, 2009 to teach SJCC faculty, staff, and administrators to conduct student focus groups designed to gather reliable qualitative data critical to improving student success (15).

SJCC is continuously looking for opportunities to assess the perceptions of our students. In, SJCC participated in the Community College Survey of Student Engagement (CCSSE) to help gather data to inform institutional decisions. The CCSSE “provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence” (16). The 2008 study cohort was comprised of 585 institutions, allowing SJCC to compare the results of our student responses to other institutions.

SJCC faculty, staff, and administrators also perform research and collect data independent of institutionally provided resources. Sometimes faculty and staff collect data used by individual departments to inform decisions. For example, the ESL department administers an ESL Student Survey (17) and the math department has administered a survey of the Tutoring Center (18, p. 13). Sometimes the research comes from faculty, staff, and administrators attending professional conferences, presentations, and discussions at the Collegewide Professional Development Day (19) or through instructional resources supplied by the Teaching and Learning Center (20).

The Evaluation Report from the 2004 Accreditation emphasized in Recommendation #1 that SJCC must gather appropriate information and data to “create and regularly update plans, evaluate progress toward goals, and use the results of this evaluation for improvement.” The Report also requested that “measurable student achievement and institutional effectiveness measures should be identified and incorporated within planning processes” (Accreditation Evaluation Report 2004). In SJCC’s efforts to meet this recommendation, the Continuous Program Review (CPR) process was revised in 2005. However, in part because much of the data required in the CPR evaluation form was not available to the evaluators, this process did not meet the standards set by Recommendation #1 (6). In the fall of 2009, after considerable improvement in the research and database capabilities of the College, the program review was again refined, capitalizing on the availability of new data. The new process will rely on data to inform meaningful program dialogue, leading to better analysis of programs. The academic program review cycle, established on November 23, 2009, will ensure that all academic programs undergo a thorough evaluation every six years. The refined program review process is discussed in detail in IIA.2.e.

**Self Evaluation**

SJCC has demonstrated a commitment to meeting the learning needs of our students using research and analysis. At this point, the institutional commitment to research is well established. SJCC’s research needs are supported at the District level by a commitment to improving and maintaining the database system and by the continued District support of the Department of Institutional Research and Institutional Effectiveness. In addition to the District research support, the College has demonstrated their commitment to research by engaging in two major initiatives, the CSU Equity Scorecard Project and the Achieving the Dream Initiative. Both programs focus on using institutional data and research to improve student success, particularly in students that have traditionally underperformed.
Because developments in the area of data analysis and research tools are relatively new, the process of conducting meaningful analysis to drive institutional change is just emerging at SJCC. The revised Program Review processes should yield meaningful program analysis. The desktop Discoverer tools and data gained by both the Equity Scorecard Project and the Achieving the Dream Initiative have begun to yield meaningful institutional data. The ongoing challenge is to analyze that data and make meaningful adjustments that improve educational programs as measured by student learning outcomes.

**Planning Agenda**

1. Revise the program review process to assess the effectiveness of all educational programs at SJCC.
2. Utilize the revised review process to implement appropriate program refinements designed to improve educational quality and student success over a six-year periodic timetable (21).
3. Analyze Collegewide student retention and success rates, disaggregated by ethnicity. Analyze the results of the Equity Scorecard Project and student focus groups performed as part of the Strategic Planning and Achieving the Dream initiatives. Provide meaningful progress for improving student success and retention levels by targeting critical areas. Focus on students that have historically underperformed, including students of color and low-income students.

**II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

**Description**

SJCC utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and the College mission by providing “open and equitable access” to all students to “challenge and prepare” them for “successful careers and active participation in a diverse global society” (44). The most recent SJCC Catalog documents the variety of courses available to meet the needs of our students and the larger community. The Fall 2009 Schedule of Classes indicated that 90 percent of the 1092 course sections were offered on the main campus using an in-class lecture/lab format. On-line courses accounted for one percent of course offerings; hybrid courses accounted for another four percent of the class schedule. Work experience instruction accounted for almost two percent of the offerings. Four percent of courses were offered at off-site locations. (2). Hybrid courses are offered in many areas: Accounting, Business, Computer Information Systems, English, ESL, Family and Consumer Services, Global Studies, Humanities, Library Studies, Math, Music, Political Science, Psychology, Reading, Real Estate and Sociology. (22, pp. 48-50). On-line courses are offered in: Computer Information Systems and English Composition and Literature (22, pp. 50-51). All on-line/hybrid courses are subject to the same curriculum process as traditional courses. However, an additional SJCC Distance Education (DE) Course Supplement Form was developed requiring faculty to meet certain delivery and methods guidelines (23).

In addition to traditional in-class lecture/lab classes, SJCC offers other types of courses: directed study, variable unit, on-line and hybrid, and web-enhanced, and those offering work experience
education (3, p. 36). All courses are developed by faculty members and approved by the College’s Instructional Policies and Curriculum Committee (IPCC). IPCC follows standardized requirements for the appropriateness of new and revised courses (24; 25; 26; 27). Other programs also address the diverse needs of students: the Accelerated Degree Program, Honors Program, Middle College (in partnership with San José Unified School District), Metas Program, Puente Program, Transfer Express Program, Umoja Program, CARR (Creative Athletic Retention Response) Program, Learning Communities, Child Development Center, and the Service Learning Program (2, p. 24; 22, pp. 33-34).

To accommodate the scheduling demands of students, courses are offered during the day, evening and weekend. There are also early and late starting sessions, summer classes, and, when the budget allows, short intersession offerings. Classes are taught at the SJCC campus and offsite at Willow Glen and Leland High Schools, the county training facility, the Center for Job Training, and other off campus facilities as appropriate (2; 22).

SJCC was included in the 2008 National Community College Survey of Student Engagement (CCSSE) (16). This survey addresses the appropriateness of certain delivery systems and modes of instruction. SJCC students scored above the national mean in several areas: making class presentations; working with other students on a class project; participating in community-based projects as part of a regular course; and discussing ideas from classes outside the classroom environment. Scoring higher than the national mean indicates that SJCC encourages contact understanding among students from different economic, social, and ethnic backgrounds. SJCC fell below the national mean in the use of the Internet, computer labs, and using computers for academic assignments.

Since the last Accreditation Self-Study Report, the College has made a commitment to increasing the use of technology in courses by updating all campus classrooms to include Internet access, a computer, and data projector. These tools complement traditional black boards/white boards. In addition, the College made an on-line classroom learning management system available for all courses starting in 2002 (28, pp. 6-135). The College also hired an Instructional Technologist/Online Coordinator to help instructors learn how to use this system. In the quest to find an inexpensive, robust system easy for both faculty and students to use, the College transitioned from WebCT to Blackboard and, most recently, to Moodle. This effort has greatly expanded the faculty’s ability to use technology in their instruction. Professional Development Day (PDD) presentations often address improving instruction by including presentations on pedagogical methodologies, strategies to celebrate and capitalize on the diverse backgrounds of the students, and techniques to address diverse learning styles (19). These same discussions occur at the division and departmental levels (29). The development, evaluation, and modification of these modes of instruction take place in several ways: student evaluations and surveys; faculty peer and supervisory evaluations; department and division meetings; campus town hall meetings; PDD presentations; faculty involvement in disciplinary associations; conferences; and business and community partnerships (19; 29; 30; 31).

To determine that the changes taking place in delivery systems and modes of instruction are appropriate and successful, analysis takes place at several levels. Findings from student evaluations
of faculty and courses, as well as faculty classroom observation forms (FA contract) are discussed at program and division meetings (minutes). The IPCC, Academic Senate, Staff Development Committee, and Faculty Association also participate in departmental discussions (30; 31).

Self Evaluation
San José City College provides multiple delivery systems to support student learning. Regardless of delivery, each course utilizes the same course outline in order to ensure that learning objectives are consistently followed. The course outline provides specific clarification for instructional methods, homework and reading assignments, evaluation and assessment methods, allocation of instructional time, and types of regular instructional contact. This specificity ensures that learning objectives are uniform. Student and course evaluation strategies do not vary by delivery mode.

Planning Agenda
None

II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Description
SJCC has Student Learning Outcomes (SLOs) in place for most courses, certificates and degrees (32; 33). In 2002, SJCC changed the course outline template to complement student learning objectives with Student Learning Outcomes (SLOs). All new and revised course outlines currently list SLOs defined at the time of curriculum review. Initially, the IPCC used Bloom’s taxonomy to describe critical thinking levels within SLOs and to make sure that the SLOs aligned with course content. At that time, most courses had between fifteen to twenty SLOs. SLOs were developed with little strategizing or analysis on effective ways to evaluate student achievement of these SLOs. In general, the College faculty used course grades as a measure of achieving course SLOs. Some individual programs worked on developing more comprehensive, department approved processes, including the English and ESL departments, both of which instituted common final exams. The math department developed a set of survey questions given in several classes each semester to determine if students were achieving SLOs.

In fall 2009, the College staffed a faculty position through release time to serve as Student Learning Outcomes and Assessment Coordinator. The Coordinator facilitates the evolution and evaluation of SLOs for courses, programs, certificates and degrees (34). This position helps coordinate the development of SLO’s and criteria for their assessment. In fall 2009, the Academic Senate took responsibility to develop new guidelines standardizing learning outcomes (35; 36).

An independent syllabus review was conducted in fall 2009 as part of this institutional Self Study to ensure that all course syllabi include course SLOs. The review found that, in practice, many of the course outlines did not contain course SLOs. The results were distributed to the division Deans to encourage better enforcement of the Board policy that mandates SLOs be part of all course syllabi (37). Many programs currently use learning outcomes, including math, biology, and physical education. The Student Learning Outcomes and Assessment Coordinator has made presentations to programs that do not have SLOs, including the Computer Science Department, Business Department, Communication Studies Department, and Cosmetology Department.
Course-level SLOs are commonly measured by course exams and course grades, although some programs apply different assessment methodologies. Programs using alternate assessment methods in addition to course grades include ESL, English, Physical Education, and Math departments. The ESL Department administers board-graded timed writing exams for its writing courses and engages in a department-wide discussion of standards used for these exams (38). The English Department uses board-graded finals for one particular course (English 92). The English faculty meet to discuss exam topics and to monitor results for consistency in grading practices. Other English courses use of portfolios to measure SLOs (39). The Physical Education Department applies a system of pre- and post-testing for activity-based courses to evaluate departmental SLOs (40).

The Math Department began the process of assessing SLOs in 2005 (41; 42). Originally, the Department tried using for three or four different classes each semester a few common questions on final exams for all sections. These questions were a small part of the exam and were open-ended. Consequently, although a grading rubric was provided, the grading from class to class varied wildly. To address this problem, with the fall semester of 2008, the Department implemented multiple-choice tests with questions covering about seventy-five percent of the SLOs. The tests were administered during the last week of the semester to all sections of four different courses. These were not the final exams for the courses, but tests given in addition to final exams. Results from the tests were summarized question by question. The Department discussed the results in meetings and made recommendations to improve instruction in a number of areas (43). This process is being refined each semester as new data and results from the tests are analyzed.

**Self Evaluation**

Recommendation #1 from the Evaluation Report for the 2004 Accreditation Visit addresses the need to comprehensively incorporate SLOs into College planning: “Student learning outcomes and program review for all departments should be integrated into the planning process and cycle at the College, program and course level” (6). The first step in meeting this recommendation is to ensure that all courses, programs, certificates, and degrees have appropriate SLOs. The second step is to develop and implement a collegewide process for assessing these SLOs, followed by incorporating this assessment into the CPR process. The final step is to make the CPR process a more integral part of College planning processes, including those affecting resource allocation. The College is moving slowly moving toward these goals. The creation of the Student Learning Outcome and Assessment Coordinator position is a key first step. This position will help the College move forward in the process of identifying student learning outcomes for courses, programs, certificates, and degrees; assessing student achievement of those outcomes; and using the assessment results to make needed course and program improvements.

**Planning Agenda**

1. Establish student-learning outcomes for all courses, programs, certificates, and degrees.
2. Establish procedures for assessing student-learning outcomes for all courses, programs, certificates, and degrees.
3. Integrate the student learning assessment results from all courses, programs, certificates, and degrees into the program review process.
II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Overview
The College Mission and Philosophy Statement is the foundation for determining program offerings (44). To achieve its mission, San José City College offers 134 different Associate of Arts and Associate of Science Degrees, certificates of achievement Level I (12-17.5 units), Level II (18-29.5 units), Level III (30+units) across. As of spring 2010 there are 761 active courses in the 2009-2010 College Catalog. This includes a wide range of general education, career technical education and basic skills courses to support students in order to meet their educational objectives.

Instructional faculty members are obligated to use the official course outline to guide the writing of their semester-based syllabi (37, p. 6).

II.A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

II.A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable SLOs for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description
Consistent with its mission, SJCC serves its community with programs that meet a broad range of needs. San José City College offers two-year college degrees and certificates, lower-division transfer and general education courses, basic skills and English as Second Language instruction, and career and technology training. All courses follow an established quality and improvement monitoring structure overseen by the Instructional Policies and Curriculum Committee (IPCC). Currently, the College does not offer community or continuing education courses.

Playing a central role in curriculum development, faculty initiate the design and development of new courses and programs. In doing so, they actively engage with the community, advisory boards, the CSU and UC articulation offices, and faculty Evergreen Valley College (EVC). Faculty write course outlines, establish student learning outcomes, and develop course content. Advisory boards play an integral role in new course development in career technical programs. In the divisions of Applied Sciences and Career Technology, Business and Service Careers, and other program areas there are the following advisory groups: Accounting, Air Conditioning/Refrigeration and Maintenance Technology, Child and Family Studies, Computer Applications, Computer Information Systems, Construction Technology, Cosmetology, Dental Assisting, Health Science (EMT), Labor Studies, Laser Technology, Machine Technology, Real Estate, and Sign Language (3) pp. 215-218).
The Instructional Policies and Curriculum Committee (IPCC), as a standing committee of the academic senate, oversees and approves all courses, programs, certificates and degrees (37, p. 6). After the IPCC approves new curriculum proposals, they are forwarded to the Academic Senate for approval. New course proposals and programs are presented to the Governing Board for final approval, after which they are forwarded to the California Community College Chancellor’s Office (CCCCO) for state approval. All new courses are reported to the State (45). Since 2007 all IPCC members are trained and certified annually by the State to approve stand-alone courses as required by the CCCCCO (46). Routine course and program revisions receive final approval by the IPCC and are reported to the Academic Senate. The IPCC is comprised of two-thirds faculty, one-third administration, plus three classified non-voting members. A faculty chairperson that receives twenty percent reassigned time leads the IPCC.

The IPCC is guided by several agencies and resources: Title 5; Education Code; Executive Orders and Governing Board Policy; the Program and Course Approval Handbook from the California Community College’s Chancellor’s Office; and the Articulation Policies and Procedures Handbook published by the California Intersegmental Articulation Council (CIAC). These agencies and resources provide parameters to the IPCC for course and program development (25; 35; 37; 47; 48; 49; 50).

Using procedures outlined in the district Faculty Association contract, students evaluate the course and instructor each semester (1, pp.19-22). The evaluation forms provide both qualitative and quantitative feedback that faculty members can use to make modifications and improvements in both their teaching and the course content. In addition, faculty periodically perform peer evaluations to assure the quality of all instruction.

Degree and certificate programs follow established pathways communicated to students through program sheets provided through the Counseling Office (51). Programs are designed to permit students to progress through a complete program sequence in four semesters of full-time enrollment. The College Catalog lists each course with its requirements, including any advisories, prerequisites, and co-requisites. The Catalog also lists all degrees and certificates awarded. The Catalog is readily available to students in print format and online through the College’s website.

The scope and variety of learning initiatives, the flexible schedule of course offerings, the variety of locations, and the availability of multi-faceted instructional support seeks to address a wide range of student learning needs consistent with the mission of the College and objectives of its curriculum. The College delivers content in a variety of modes and teaching methodologies. Examples include early/late start times during regular and summer sessions; weekend offerings; an intersession; in-class instruction; hybrid and fully online courses; use of learning management systems to supplement on-site and online teaching methods; offsite offerings; distance education workshops; guidance courses; disabled students offerings; learning communities; service learning; and work experience courses. Classrooms are equipped with digital and overhead projectors, CD and DVD players, and TV monitors.
Self Evaluation
The College provides the community with a wide variety of courses and degrees that are periodically updated to meet Academic Senate standards and State requirements. Regardless of method of delivery, location, or credit awarded, all courses are offered based on consistent standards set by the institution. Continued efforts should provide for clearer faculty-driven evaluation of SLOs for all courses and programs.

Planning Agenda
1) Develop Academic Senate approved criteria for the development and process for assessment for course and program student learning outcomes.

II.A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description
High-quality instruction depends on highly qualified and competent instructors. The first step in ensuring instructors meet these requirements is with a good hiring process. The Governing Board Policy on Employment Practices, Section 1900, addresses the faculty recruitment and hiring process. The hiring policies are outlined on the District website at: www.sjeccd.org/HTML/District/Employment/RecruitmentHiring.html (52; 53; 54).

Each full-time faculty hiring committee is composed of faculty, staff, and administrators. Committee members receive diversity training prior to serving. A series of checks and balances are embedded into the hiring process to ensure that each committee makes fair and equitable recommendations to the College President. Full-time faculty hires undergo a four-year tenure committee process. This process includes both periodic student evaluations and a tenured faculty evaluation process once every three years. Adjunct faculty are hired using a division approved process; they are evaluated once every six semesters. Adjunct faculty who qualify for Seniority Rehiring Preference (SRP) must have positive evaluations for three consecutive semesters prior to qualifying (1, pp. 38-40). Full-time and adjunct faculty evaluations are documented in the District/Faculty Contract (1, pp. 105-111; 1, pp. 139-149).

The IPCC scrutinizes the breadth, depth, and rigor of each course, comprehensively analyzing all programs to ensure their alignment with College learning objectives. Academic achievement is gauged by the degree students learning outcomes are achieved for each course. SJCC programs are evaluated using the revised program review process and timeline established on February 10, 2010 (21; 55). Periodic evaluations and subsequent program adjustments are designed to ensure that these programs meet criteria identified in this Standard.

Self Evaluation
SJCC ensures high-quality instruction using the established hiring and evaluation process. The revised program review process should ensure that all programs are characterized by appropriate breadth, depth, rigor, sequencing, time to completion, and learning outcomes. The current plan uses the revised review process to analyze six departments, including Men/Women’s Athletics, Computer Applications/Computer Information Systems, Early Childhood Education, Journalism,
Laser Technology, and Physical Science. Under timelines currently in development, all programs will be reviewed with the new process by the end of the 2014-2015 academic year.

**Planning Agenda**

1. Revise program review process to assess the effectiveness of all educational programs at SJCC.
2. Utilize the revised review process to implement appropriate program refinements designed to improve the educational quality and student success over a six-year periodic timetable.

**II.A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

**Description**

San José City College offers a variety of instructional delivery modes, teaching methodologies, and support services that reflect the diverse needs and learning styles of its students. Courses are offered in a range of formats, from traditional lecture and lab classes to independent study courses, on-line courses, hybrid courses, distance education courses, and courses at off-site facilities (see II.A.1).

These programs, in cooperation or individually, respond to the diverse student needs served by SJCC, and dedication to meeting those needs exemplifies the institutional commitment to serving students. The following are only a few of the programs and services that use delivery modes and teaching methodologies that aim to meet diverse needs and learning styles.

**Disabled Students Programs & Services (DSP/S):** The description of and evaluation of this Standard is discussed in Standard II.A.1b. However, of particular note are the Teaching and Learning Center sessions and Professional Development Day (PDD) presentations that deal specifically with student learning styles. In numerous guidance courses, the faculty discuss student-learning styles. These courses include: GUIDE 85, Blueprint for Success; GUIDE 87, College Study Techniques; GUIDE 96, Career and Life Planning; GUIDE 117, College Study Techniques for Students with Disabilities; GUID 119, Orientation to College/Disabled Students; and GUIDE 130, College Success. Students learn through activities, worksheets, and readings tailored to their learning styles, be they auditory learners, visual learners, tactile/kinesthetic learners, or a combination of these styles. In addition, the Disabled Students Programs and Services (DSP/S) coordinator attends classroom sessions each semester, providing additional information, handouts, and strategies to faculty and students regarding learning styles. The DSP/S coordinator meets with faculty, responds to questions regarding student learning styles, and offers instructional techniques/strategies. PDD workshops have been provided as well. Disability Month activities like the Learning Disability Simulation Workshop present awareness strategies for recognizing differing learning styles. WIN/CalWorks presented workshops during their summer programs to students and faculty interested in cognitive information and learning styles.

Faculty are encouraged to refer students to DSP/S for learning disability assessment. The LD Specialist in DSP/S, a state certified learning disability specialist, completes 15-22 assessments per semester. The course GUIDE 100 is designed for students whose learning styles have impeded
academic performance in traditional classroom settings. Students who qualify as a result of a learning disability assessment may be receive accommodations like note-taking assistance, the use of tape recorder in class, extra exam/quiz time, tutors for specific learning disabilities, special sitting arrangements in class, light adjustment, reduced distraction exam settings, and the provision of exams printed on specific paper. With approval from the student, faculty are informed of accommodations recommended for students served by DSP/S.

**The Metas Program:** The Title V Metas Program has submitted a federal Interim Performance Report and Annual Performance Report detailing the program’s efforts. The Title V Metas Program Center recently opened. Consequently, a growing number of students utilize the program’s computer lab, meeting rooms, and services. Currently there are about six student clubs/organizations that meet in the center. Student volunteers perform a number of important services in the program, including welcoming guests; offering program orientations and tours; and performing tutoring. Students use the program for the laptop lending program; the textbook lending library; transfer advising from university representatives; and academic advising from the Title V Metas Program Interim Counselor (57).

**CARR:** The CARR program offers quality instructional programs. A variety of disciplines identify the diverse learning styles of students and provide optimal methods of instructional delivery. This process is impeded with The CARR Program because it does not have access to DATATEL to generate reports on academic success and student demographics. The CARR Program integrates various learning support resources, identifying areas of concern through collaboration and referral of students to appropriate services. Some of the programs involved in these referrals include: the Learning Resource Center, the Tutoring Center, the Reading/Writing Center, the ESL lab, Library Services, Disabled Student Services, the Transfer Center, the Puente Program, the Umoja Program, and the Metas Program. CARR monitors progress by meeting with students on a individual basis to discuss academic progress, retention, and resources that ensure student success (58).

**Umoja:** The Umoja Program: SJCC’s Umoja Academic Success Program will begin its first learning community cohort in the fall 2010 semester. Mr. Charles J. Murray, an Ethnic Studies Professor and former student of San José City College, created the Umoja Project in the fall of 1991. The Umoja Program offers an academic learning community designed to provide support services to its students by incorporating a culturally specific curriculum centered on the legacy of the African Diaspora. The Umoja Program’s learning community highlights academic success and interpersonal development of students, while also fostering a greater sense of cultural pride in the African-American student population (59).

Umoja’s focus centers on improving and increasing students’ retention and persistence through basic skills, obtaining an Associate degree and successful transfer to a 4-year University. The program will also focus on interpersonal goals, improved self-confidence, greater self-esteem and self-actualization. The Umoja faculty coordinator and general counselor lead the implementation of the Umoja Program. Currently, SJCC’s program is a member of the statewide Umoja Consortium. The program will recruit basic skills students for the learning community from various feeder
high schools in San José. Current basic skills students will be recruited on campus. Students will be deemed eligible for the Umoja program based on assessment score, successful completion of a program application, and the completion of a personal statement of intent. Once accepted into the program, student service like tutoring, academic tracking, early alert interventions, and student/peer mentoring will be made available to Umoja students.

The academic success and performance of Umoja students will be documented to measure program success. Academic success of students within the program will be compared with academic measures of those students not in the program and with students’ districtwide. The overarching academic goals of the Umoja program are to ensure student retention and persistence through graduation and transfer to a four-year university.

Self Evaluation
San José City College recognizes that the proportion of economically and educationally disadvantaged student population continues to grow. Achievement gaps present in these populations present challenges in helping them academically. Faculty continue to discuss these issues in department meetings. The implementation, assessment, and discussion of SLOs contribute to the review and revision of approaches to meet diverse learning needs. Evaluation of these programs presents encouraging results. However, the College still must continue to adapt to changing student population needs.

Planning Agenda
1. The CARR program and San José City College initiate a process to coordinate and monitor student success outcomes and academic progress through the utilization of Datatel.
2. The planning agenda for the Umoja Academic Success Program will be reviewed annually, at the very least. With Umoja being a new program, its planning is going to be reviewed by involved faculty on a continual basis. With this in mind, the program’s plan will also be modified as deemed appropriate.

II.A.2.e The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description
All courses are initially approved by Instructional Policies and Curriculum Committee (IPCC) and are intended to be reviewed by IPCC every six years (60). During the IPCC process, program faculty, the division Dean, and members of the IPCC review courses. As part of this process the relevance, appropriateness, and SLOs for the course are reviewed and analyzed (61).

SJCC does not have a systematic method for evaluating SLOs in all courses. Some courses have made progress in achieving this goal: English, ESL, and math (62). Prior to the fall 2009, the position of Vice President of Academic Affairs underwent a series of change due to resignations and reassignments. The current Vice President of Academic Affairs (VPAA) created the SLOs and
Assessment Coordinator. A faculty member with 60 percent release time will focus on this task. The Coordinator is currently working with faculty to develop appropriate course, program, and General Education SLOs. The SLO/Assessment Coordinator will be available the campus, the VPAA, Academic Senate, and IPCC in a collaborative fashion. The Coordinator will develop a plan to identify and assess course and program SLOs (34; 63).

SJCC seeks to establish an ongoing systematic program review to facilitate academic planning by analyzing program relevance, appropriateness, currency, and future plans (64). A program review process was established in 1995 to evaluate academic program development (65). Problems arose with the implementation of the process. Some faculty felt the review forms were too complicated and the data too inaccessible. Others worried the review process could be inappropriately used as a “tool for eliminating programs that are no longer relevant to the mission of the College” (66, p.6-39). Consequently, program reviews being done were not yielding usable data tied into the Collegewide planning process.

The use of the program review process proved problematic for three main reasons. The first obstacle was that the College did not have access to data required by the form, in particular the WSCH/FTEF, student persistence, and retention data. The second obstacle was that no established timeline or process tied the program review to resource needs other than a request for new faculty positions. The Academic Senate required completion of the program review prior to voting to recommend new faculty positions to the College president. The program review forms, often submitted the day before the meeting, varied widely in depth and breadth. Program reviews varied in length from one page to twenty-one pages. The Academic Senators often did not have time to read these documents, and most forms were missing relevant data. Consequently, the use of forms did little to inform the Academic Senate hiring recommendations. The third obstacle involved the lack of oversight of the process by academic administration.

The College developed a simplified program review in 2005 know as Continuous Program Review (CPR) (67, p. 21). The goal of the CPR was to compile and analyze program data that could facilitate the program review. Components of the program review included: SLOs; program goals; program analysis; program needs and concerns; assessment criteria; student persistence and retention; resource needs; Human Resources (HR); equipment and facilities; financial analysis and action; and WSCH/FTEF (Western Association of Schools and Colleges/Full Time Equivalent Faculty) data.

In 2006, the president, vice presidents, and IPCC recommended creation of an abbreviated CPR form to facilitate requests for faculty positions (68). The goal was to coordinate this form with recommendations to CPC. The Academic Senate never approved the abbreviated form. In 2008, the VPAA and the president, in collaboration with IPCC, CPC, and Academic Senate, began work clarifying the definition of what constitutes a program and on developing a timeline for program review (69, p. 3; 70, p. 3-4 ; 71). This effort intended to separate the program review process used to justify position requests from the program review process used to provide the College with a review of program relevance, currency, appropriateness, achievement of SLOs, and future needs.

In 2009, a new VPAA revisited the idea of the abbreviated program review (CPR), strongly
recommending that requests for resources and faculty positions be based on a more thorough analyses on the state of a program. These recommendations lead to the development of a more comprehensive program review with greater attention to ensure alignment of program outcomes and the College Mission Statement. Additional criteria included SLO assessment, evaluation of current program offerings, and department needs (21). The new program review is currently in place.

The College has a course deactivation form that requires the consultation of faculty, the dean, and the IPCC (72). Current practice encourages that courses not offered in the prior 3-5 years be removed from the Catalog so as not to confuse students. The Electronics Program was phased out over two semester periods as part of a process that included course deactivations. The process required approval by a division faculty representative and the dean of the Electronics Program. The deactivation of the program was brought to the IPCC for approval on October 11, 2005 (73). A plan was implemented to gradually phasing out the program in order to assist students currently enrolled so that their educational schedules were not negatively affected. Current and past students were notified and given an opportunity to complete remaining coursework.

**Self Evaluation**

SJCC is focusing on improving course and program SLOs and developing a plan to ensure that these SLOs are achieved. This focus needs to continue to be an institutional priority.

The College is currently in the process of revising the comprehensive full program review form. The new form addresses program relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans (55). The current process proposes that program reviews are competed by all academic programs at least once every five years. The recommendations for these reviews are to be linked to the College Planning Council decisions regarding resource allocations. This plan is in line with team recommendations that advise the College that “…SLOs and program reviews for all departments should be integrated into the planning process and cycle at the College, program, and course levels, and planning and program review should inform resource allocation” (6). The need for a system of oversight to evaluate and promote institutional dialogue on completed program reviews has been identified.

This revised program review process should include clear guidelines for program deactivation. At the current time no established form or procedures exist for deactivating a program. The procedures should begin with a comprehensive program review, including such data as identification of enrollment trends, market analysis, advisory board input, and section data. Following the program review, the process should include opportunities for campus dialogue among department and division faculty, the Academic Senate, and the CPC. The College should continue development of a full-scale program review, in combination with the creation of a discontinuance form and process, to inform future campus decisions regarding program deactivation.

**Planning Agenda**

1. Develop Academic Senate-approved criteria for the development of assessment processes for course and program SLOs (see II.A.1.c, II.A.2, II.A.2.a, II.A.2.b).
2. Establish SLOs for all courses, programs, certificates, and degrees (see II.A.1.c).
3. Establish a procedure for assessing SLOs for all courses, programs, certificates, and degrees (see II.A.1.c).

4. Integrate student learning assessment results from all courses, programs, certificates, and degrees into the program review process (see II.A.1.c).

5. Implement current updated program review process to assess the effectiveness of all educational programs at SJCC (see II.A.1.a; II.A.2.c).

6. Utilize the revised review process to implement appropriate program refinements designed to improve the educational quality and student success rate over a five-year periodic timetable (see II.A.1.a; II.A.2c).

7. Establish a procedure for institutional review of each Program Review, including outside evaluation and institutional dialogue.

8. Establish a process linking Program Review with institutional resources including staff, faculty, and administrative positions, financial resources, and facilities resources.

9. Create a Program Discontinuance Process to include guidelines and criteria to utilize in future decisions as recommended by the Instructional Policies and Curriculum Committee (74).

II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated SLOs for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

**Description**

The College currently has a well-established process by the Instructional Policies and Curriculum Committee for evaluating courses, certificates, and degree programs (60; 75). The institution is committed to developing a process for evaluating student and program SLOs, recently appointing a SLO/Assessment Coordinator (34). The campus is also revising the program review process with the goal of a comprehensive review for all programs by end of the 2014-2015 academic years (21). Next, the College needs to incorporate SLO assessment and the comprehensive program review into College planning activities.

The College has an established procedure for planning via a shared governance process involving several College committees, including the College Finance Committee and the Campus Technology Committee, that report to the CPC. The CPC sends its recommendations to the College President. The Academic Senate is a faculty committee concerned with academic concerns. The Academic Senate uses CPR (Continuous Program Review) to inform their decision on new faculty positions. The College Finance Committee has used a CPR form to prioritize requests for additional budget allocations. The Program Review process and the CPR have not been used to inform other College planning activities.

In the 2007-08 academic year, the College implemented a campus-wide strategic planning initiative (76; 77). Over the course of a year, College faculty, staff, administrators, and students met both in large Town Hall meetings and in smaller sub-committees. These meetings resulted in a strategic vision (78), College initiatives, and commitments to action. This process was based on available
data that did not include SLOs assessment. A similar Collegewide planning initiative was held during the 2009-10 academic year to include SLO assessments (79; 80; 81; 82; 83; 84). To date, the Strategic Planning Initiative is spearheaded by the CPC, a shared governance structure.

**Self Evaluation**
The College has a well-established curriculum review process for courses, certificates, and degrees. The College needs to progress towards identifying, aligning, and evaluating SLOs for courses, certificates, programs, and degrees, including general and technical education. An effective Program Review process based on campus data and dialogue is also needed. The next step requires integrating the Program Review data for both academic and student services into the College planning process, including the shared governance committee structure and campus-wide strategic planning activities.

The current College planning structure is not driven by data gathered from the assessment of course SLOs, certificates, programs, or degrees. Incorporating data into College planning would strengthen current processes by allowing institutional resources like staff, faculty, administration, finance, and facilities to be linked to SLOs.

**Planning Agenda**
1. Develop Academic Senate approved criteria for the assessment of course and program SLOs (see II.A.1.c, II.A.2, II.A.2.a, II.A.2.b, II.A.2.e).
2. Establish SLOs for all courses, programs, certificates, and degrees (see II.A.1.c, II.A.2.e).
3. Establish a procedure for assessing SLOs for all courses, programs, certificates, and degrees (see II.A.1.c, II.A.2.e).
4. Integrate the student learning assessment results from all courses, programs, certificates, and degrees into the program review process (see II.A.1.c, II.A.2.e).
5. Utilize the revised program review process to assess the effectiveness of all educational programs (see II.A.1.a, II.A.2.c, II.A.2.e).
6. Utilize the revised review process to implement appropriate program refinements designed to improve educational quality and student success over a six-year periodic timetable (see II.A.1.a, II.A.2.c, II.A.2.e).
7. Establish a procedure for institutional evaluation of each Program Review, including outside evaluation and institutional dialogue (see II.A.2.e).
8. Establish a process linking Program Review with institutional resources including staff, faculty, administration, finance, and facilities by integrating Program Review into the current College planning process. This needs to include the shared governance committee structure, the Academic Senate, and Strategic Planning (see II.A.2.e).

**II.A.2.g** If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

**Description**
The ESL Department administers board-graded timed writing exams for these writing courses: ESL 322, ESL 312, ESL 302, and ESL 091 (pre-freshman English level). At the beginning of each semester, full-time faculty writing course level leaders meet with the level instructors to
discuss the guidelines of the board-graded midterm and final, timed-writing exams. At each level, faculty are in continuous dialogue with each other regarding topics to be used for the exams. They discuss possible writing topics, evaluating them for cultural bias and ability to reflect the established learning outcomes of the writing course, and create an appropriate, unbiased prompt question (85, 86). The final writing exam schedules for these writing courses are published in the semester’s Schedule of Classes (22).

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

In the English Department, only the ENGL 092 level (pre-freshman English level) uses department board-graded finals examinations. The level leader is in charge of administering and implementing the final exam policies. All faculty are involved in the choice of the topic, chosen in light of effectiveness in measuring learning outcomes. Topics are checked for cultural and testing bias, and an appropriate prompt is written. Freshman English (ENGL 001A) and ENGL 335 used to have board-graded finals. In fall 2009, ENGL 335 turned to the use of portfolios, an assessment tool that English faculty deem preferable to timed-writing for measuring learning outcomes. Freshman English dropped the board-graded exams in fall 2007 (87).

The Math Department evaluates SLOs by evaluating common exam questions given during the end of the semester in three courses with a large number of sections. The math faculty review the questions and responses to check for bias and determine if the questions are effective in measuring student learning outcomes (88). For the past few years the Math Department focused their assessment of SLOs on all the sections of three or four courses each semester. Originally, the Department tried using a few common questions on final exams. These questions were a small part of the exams and open-ended. The grading from class to class varied widely. In the fall of 2008, the Department addressed this problem by implementing multiple-choice tests that used questions covering about 75 percent of the SLOs. These tests were administered to each section in five different classes during the last week of the semester and were given in addition to final exams. Results from the tests were tabulated and summarized question by question. The department discussed the results in meetings, making recommendations on how to improve instruction (43). This process is being refined each semester as new data and results from the tests are received.

**Self Evaluation**

An SLO and Assessment Coordinator position was created to begin the process of validating Collegewide the effectiveness of measuring student-learning outcomes while minimizing test biases. While the ESL, English, and Math departments have made progress in achieving this goal, the campus effort remains committed to establishing this process for all departments (see II.A.1.c, II.A.2.e, II.A.2.f)
Planning Agenda
1. Establish a Collegewide procedure for systematically reviewing the achievement of SLOs for individual courses and programs, and validate its effectiveness in measuring student learning while minimizing test bias.

II.A.2.b The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description
The College uses the Carnegie unit structure to establish credit loads for courses following Board policy 4020.6, which reflects provisions of Title 5 regulations of the California Education Code. IPCC approves courses based on these regulations to uphold State higher education and College academic standards. Course requirements are stated in the catalog, on the College website, and on course green sheets (3, pp. 83-198; 37; 89). The IPCC requires the student learning outcomes be stated in all course outlines. Faculty members are advised to list SLO’s in their syllabi and know that awarding credit is based upon the student’s successful demonstration of the SLO’s. The Vice President of Academic Affairs recommends a process to ensure that the syllabi are in harmony with adopted course outlines (37).

Self Evaluation
Course SLO’s and objectives are being rewritten in a campus-wide process that reflects generally accepted norms in higher education. The faculty are committed to awarding credits based on student achievement of learning outcomes even though the formal learning assessment process is still under development.

Planning Agenda
None

II.A.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description
Degree and certificate requirements instruct that course outlines must have SLOs. In 2002, the IPCC began developing strategies to facilitate a more standardized approach to writing SLOs. Changes in administration leadership and concerns voiced by the Academic Senate have slowed this process. The College affirmed its commitment to SLOs with the establishment of the SLO/Assessment Coordinator in September 2009. The Academic Senate and the SLO/Assessment Coordinator are engaged in dialogue to reach an agreement on the evaluation of courses, degrees, certificates, programs, and current GE outcomes (90; 91). Requirements for programs and degrees are stated in the Catalog and on degree, certificate, and program sheets. Requirements are also available through the College’s website and the Counseling Department (3, pp. 38-77).

The College only awards degrees and certificates to students that have completed the necessary courses approved by IPCC and the Academic Senate. The College follows the Carnegie unit
structure to establish credit for courses, in compliance with Board Policy 4020.6 (37; see II.A.2.e), IPCC approval of a program, certificate, or degree requires submission and evaluation of the program approval form (92). The program approval form contains the rationale for the proposal of the program, program learning outcomes, the relationship of the program to the Mission of the College, the relationship of the program to other programs at other institutions, and information on course articulation with four-year institutions. Completion of a program is evidence of a student’s completion of the requirements for specific degrees and certificates.

In Career Technical programs such as Cosmetology and Dental Assisting, the achievement of program SLOs occurs via licensing board examinations, certifications, and anecdotal job placement (93; 94). Other academic programs demonstrate achievement of SLOs through in-class evaluation instruments like writing skills tests, critical thinking assignments, and the demonstration of communication or quantitative reasoning skills. Knowledge of civic and social responsibility, cultural diversity, and social justice in a global multicultural society can also be used to demonstrate achievement of SLOs (95).

**Self Evaluation**

Program learning outcomes reflect the College Mission and create a College culture that provides consistency and structure. The continuing development of SLOs and an assessment program were hampered by administrative changes, union concerns, and differing philosophical approaches. In 2009, a new VPAA with demonstrated success and prior State Chancellor’s Office leadership, reenergized the drive to continue SLO refinement and assessment. Hiring the SLO/Assessment Coordinator underscored this campus-wide collaborative approach.

The College lacks sufficient Career Technical program assessment data as no consistent system exists for collecting or analyzing actual job placement numbers or licensing rates through external licensing board examinations (66, pp. 6-42).

**Planning Agenda**

1. Establish a campus-wide systematic approach for SLOs for all courses, programs, certificates, and degrees (see II.A.1.c, II.A.2.e, II.A.2.f)

2. Establish a procedure for assessing SLOs for all courses, programs, certificates, and degrees (see II.A.1.c, II.A.2.e, II.A.2.f)

**II.A.3**  
*The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

**II.A.3.a-c**  
*General education has comprehensive learning outcomes for the students who complete it, including the following:*

**II.A.3.a**  
*An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*
II.A.3.b  A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c  A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Description
The General Education Philosophy was developed and approved by the Academic Senate and District Governing Board in spring 2004 (96; 97). The College Catalog provides students with this information. The Catalog states that all students will partly achieve these learning outcomes through participation in a general education core curriculum. That curriculum includes work in written communication; oral communication; critical thinking; physical sciences; life sciences; quantitative reasoning; fine arts; humanities; social and behavioral science; lifelong understanding and self development; physical health and activity; and cultural diversity/ethnic studies (3, pp. 8-9).

The General Education requirement for all academic and career technical programs includes a component to provide broad exposure to a variety of disciplines. Completing 39 units of GE can fulfill AA degree requirements. Associate (AS) degrees include 24 units of GE. Board policy 4100.1 speaks to the course requirements for general education (37, p. 11).

Workshop sessions aimed at making course and GE SLOs immediately accessible through course green sheets began in 2005. Several GE SLOs areas are embedded in the course outline of record: critical analysis, critical thinking, historical sensitivity, information competency, written communication, and critical reading skills. Academic and Career Technical degree programs also contain courses embedded with SLOs that address these GE philosophies (98).

The IPCC and Academic Senate are involved in discussions regarding revising the GE Learning Outcomes to facilitate mapping the College’s assessment structure/philosophy. At this time, GE learning outcomes and methods for assessment are being revisited. The College’s SLO/Assessment Coordinator is facilitating this process (99; 100).

Self Evaluation
As part of the Accreditation Self Study, a survey was administered to determine if faculty were including SLOs on course outlines. The SLOs include the course’s general education philosophy and outcomes. Survey results showed that many course outlines do not actively develop general education outcomes. Instead, the outlines employ embedded GE outcomes in the Course Outline of Record (COR). These include critical thinking, oral communication, reading skills, computer competency, written communication, and scientific and quantitative reasoning (37, pp. 5-11; 49 p. 5; 101).
No systematic process exists to assess these learning outcomes, though some departments have been working on doing so since 2004 (see II.A, II.B). The progress of implementing and evaluating learning outcomes was hindered due to faculty concerns about how SLOs were used in evaluations, the workload involved in administering and evaluating GE learning outcomes, and the frequent turnover of academic administrators (102; see IV.E.1). The establishment of the SLO/Assessment Coordinator position indicates the institutional commitment to include and assess GE SLOs.

**Planning Agenda**

1. The SLO/Assessment Coordinator will work collaboratively with various campus constituencies to develop course, program, and GE SLOs.
2. An assessment plan will be established which will implement and assess GE SLOs of all courses, programs, certificates, and degrees.

II.A.4 **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

**Description**

All degree programs offered by the College include a minimum of 18 units of coursework focused in at least one area of study or established core. The Catalog identifies degrees offered in career, technical, and liberal arts programs. It also outlines curriculum degree pattern requirements. All degree programs include focused areas of emphasis in a particular field or interdisciplinary grouping of courses. Currently, the College offers 37 AA/AS degrees and 52 certificates of achievement (3, pp. 40-77). All new programs undergo the same approval process established for courses, including review by faculty in the related department, the Division Dean, the VPAA, the College Curriculum Committee, the Academic Senate, and the District Board. In addition, the Bay Area Community College Consortium reviews career technical programs prior to State approval (103). In 2007, all existing programs were reviewed and modified to comply with Title 5 (50, pp. 15-18). Of the programs, certificates, or area of emphasis degrees submitted to the State, only two did not receive approval.

**Planning Agenda**

None

**Self Evaluation**

In addition to general education course-work, all degree programs offered with specific areas of emphasis focus on the area of study in a specific discipline or interdisciplinary core.

**II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Description**

Certificate and degree program standards are in compliance with Title 5 and the California Community College Chancellor’s Office, each undergoing an approval by the Academic Senate and the IPCC (25; 75). In order for students to meet applicable standards, division deans, department faculty, industry advisory boards, the College Curriculum Technical Review Committee, the IPCC, and the Academic Senate review programs (103). Faculty and deans analyze labor data and review employment outlook at the State and County levels. Presentations seeking endorsement are made at Bay Area Community College Consortium Planning Committee forums. Following such endorsement, State approval is obtained (104). Part-time faculty with industry experience are employed to teach many courses. Advisory board recommendations are sought to make changes to courses as well as degree and certificate programs. SLOs are up-to-date in most technical education, business, and career programs (105). Advisory boards play a vital role in shaping courses, degrees and certificates (For example, recommendations stressing the importance of good communication skills have resulted in revision to ACCTG 020, a Financial Accounting course (110).

Career technical programs lead to external licensure and certification. Upon completion of the certificate program in Cosmetology and Esthetics, for example, students are eligible to take state board examinations for licensing. The program is intended to prepare students for entry-level cosmetology positions such as hairstylist, facialist, and manicurist. Upon completion of the Esthetics Certification Program, students are eligible to take the State Board Esthetician Examination. Students completing the Dental Assisting Program are eligible to take the California State Board Examination for licensure as a Registered Dental Assistant (R.D.A.); they may also seek Dental Assisting National Board Certification (C.D.A.). The RDA Program at SJCC has full accreditation status from the American Dental Association Commission on Dental Accreditation and is approved by the Dental Board of California (106). Courses in the Real Estate program prepare students to take State of California Real Estate Brokers Exam (107). The Solar and Renewable Energy course (SOLAR 103) prepares students for the North American Board of Certified Energy Professionals (NABCEP) exam (108). The Health Science program prepares students for EMT-1 certification (Emergency Medical Technician), which is approved by Santa Clara County Emergency Medical Services (109).

Certificates and programs in Computer Applications (CA) and Computer Information Systems (CIS) prepares students for industry certifications such as MOUS, A+, MICROSOFT (MCSE, MCSA, Windows), CISCO (CCNA, CCNP Networks-Security, Wireless LANs), UNIX Networks, and other CA and CIS certifications (3, pp. 47-51). Currently, the College does not have any resources to track students who obtain industry certifications through required examinations.

Data for licensure examination passing rates licensure examinations are available for Cosmetology and Esthetics and the Dental Assisting Program. Success rates in receiving licensure in these programs are above 90 percent (93; 94). The success rate for the Cosmetology examination for the class of 2009 was 95 percent for the practical exam and 91 percent for the written exam.

The California Construction College is the result of a partnership between SJCC and The National Labor College, both accredited institutions of higher education. The National Labor College, based in Silver Spring, Maryland, confers the bachelor’s degree to students that transfer from SJCC. The National Labor College offers a proven degree pathway by granting College credit for coursework
completed in apprenticeship programs and for vocational experience. SJCC offers a program of study leading to an Associate Degree in Construction Technology, which provides transfer units toward the bachelor’s degree (112). The AA/AS bachelor’s degree pathway is tailored for the experienced worker and provides credit hours for work experience and training (113).

**Self Evaluation**
Licensure tracking is available for Cosmetology and Esthetics and Dental programs. However, the College cannot track students that obtain certifications in other programs that require licensure.

**Planning Agenda**
1. The CIS and CA departments offer programs in preparation for industry certification in many areas. Unlike the licensure exams data reported by State agencies, the department does not have access to certification exam data for SJCC students. However, the department is planning to survey students in advanced courses regarding their plans to obtaining certification on completion of the program.

II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected SLOs. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

**Overview**
The College website, Catalog, and Class Schedule are the primary modes for providing students and prospective students with information about courses, programs, and transfer policies (3; 22; 114). SJCC provides handouts of degrees and certificates at the Career/Transfer Center, Counseling Department, College Information Desk, the Cyber Café, and throughout the campus with television monitors and information kiosks (115). Major sheets for degrees and certificates, CSU General Education Pattern sheets, and Intersegmental General Education Transfer Curriculum sheets are quick reference guides to ensure students are fulfilling requirement for certificates, degrees, or transfer eligibility. The Articulation Office ensures that these handouts are reviewed and updated annually.

In the faculty Collective Bargaining Agreement, the evaluation process includes scoring how well a faculty member “provides students with a written course syllabus that explains the evaluation process, expectations, requirements, assignments, course content, important dates, and instructor contact information” (1, p.183). In addition to providing a syllabus to students, faculty are expected to submit a copy in their division office during the first week of instruction. The syllabi are filed and made accessible for periodic review by the Division Dean or other faculty, who ensure the syllabi specify learning objectives consistent with course outlines. A recent survey of 441 syllabi from the five divisions found inconsistencies in the number of syllabi informing students of academic honesty policies and course SLOs (101). Of the 441 syllabi, only 40 percent specified the SLOs. In the same survey, 46 percent of the syllabi specified the academic honesty policies for the course or college.
<table>
<thead>
<tr>
<th>Division</th>
<th>Total Syllabi</th>
<th>SLOS</th>
<th>Academic Honesty Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Service Careers</td>
<td>62</td>
<td>30</td>
<td>17</td>
</tr>
<tr>
<td>Applied Science</td>
<td>23</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Language Arts</td>
<td>101</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td>Humanities and Social Science</td>
<td>142</td>
<td>37</td>
<td>56</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>113</td>
<td>60</td>
<td>88</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>441</strong></td>
<td><strong>178</strong></td>
<td><strong>207</strong></td>
</tr>
</tbody>
</table>

* Conducted November 2009

The table outlines the results for the five academic divisions. The results indicate the need for greater consistency in providing SLOs, academic honesty policies, course purpose, content, and requirements in course syllabi to ensure that students receive clear and accurate information.

### II.A.6.a

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.

**Description**

The SJCC Articulation Office, in conjunction with the California Community College Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) Program, maintains an extensive articulation program to oversee transfer of course credit to other institutions. “ASSIST is a computerized student-transfer information system that can be accessed over the World Wide Web. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California’s colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California. ASSIST is a student-centered, electronic information system for students planning to transfer. It serves as a key component of a comprehensive statewide information and advising system to enhance student transfer, and provides universal online access to articulation. ASSIST’s mission is to facilitate the transfer of California Community College students to California’s public four-year universities by providing an electronic system for academic planning which delivers accurate, timely, and complete information and operates as the official repository of articulation information for the state of California” (119).

This helps facilitate the academic mobility of students. The Articulation Officer’s primary responsibility is to develop course-by-course articulation agreements between San José City College and other higher education institutions. The Transfer Admission Agreement (TAA) and Transfer Admission Guarantee (TAG) for the California State University (CSU), University of California (UC), and other public and private institutions are available to students in the Career/Transfer Center, the Catalog, the Schedule of Classes, and online (3; 22; 114; 115). To ensure the
accuracy of information, the Articulation Officer, Curriculum Chair, and Curriculum Specialist meet to coordinate changes through the Office of Academic Support. The Articulation Officer, following the ASSIST guidelines, provides changes in articulation through annual and careful review of transfer policy. Faculty and division deans review course outlines, course offerings, degrees, and certificates as updates occur. Significant amendments need approval from Academic Senate and IPCC before being submitted for inclusion in the Catalog (116).

The Career/Transfer Center allows students to review transfer policies and articulation agreements. The Advising Specialist and Director of the Career/Transfer Center frequently advertise Transfer Preparation Workshops, Transfer College Fairs, and Writing Skills Test (WST) workshops (117). The Career/Transfer Center is also organizes bus tours to colleges and universities and provides student with opportunities for one-on-one appointments with representatives of four-year institutions (118). The Career/Transfer Center’s website provides students important updates, transfer requirements, and other transfer planning resources (117). The Career/Transfer Center has workstations, technological support, and staffing to assist students in the transfer process. The Career/Transfer Center maintains a reference library of college catalogs and materials related to transfer policies and articulation agreements.

Since the 2004 Accreditation Self-Study Report of 2004, the California Community College ASSIST program has become the primary source for maintaining currency of articulation agreements. The Career/Transfer Center, Counseling Department, and special programs within Student Services use ASSIST to review articulation agreements between California Community Colleges and the CSU or UC system. The Articulation Office no longer participates in the California Articulation Number System (CAN), which cross-references comparable courses between SJCC and CSU to ensure transfer. As the official repository with the most current information, ASSIST eliminates the need for CAN.

**Self Evaluation**
Compliance with this Standard is under development. Course-to-course equivalencies between community colleges are not in place. Equivalencies are administered outside of the SJCC Articulation Office by counselors, faculty, and deans and are finalized by the Transcript Evaluator in the Office of Admission and Records. This course-to-course evaluation typically occurs with students transferring between local colleges from The California Articulation Region 4 Community College’s General Education/Graduation Reciprocity Program (3, p. 40). The Nursing Program and Business Department are the largest areas for which course-to-course evaluations are conducted (120). The current means of conducting evaluations lacks efficiency. The procedure is mostly manual and records are not maintained. Implementing an electronic degree audit system in Datatel is essential so that students and counselors can easily access accurate and complete information when transferring between community colleges or assessing educational goals within the institution.

The Accreditation Self-Study Report of 2004 reported a need for a degree audit system. It also identified disciplinary areas that would benefit from data in Datatel, such as Cosmetology and Dental Assisting, both programs which require external exams and licensing board examinations. As a result, the Datatel Users Group (DUG), a planning committee made up of Datatel users and
chaired by the District Chief Technology Officer, evaluated the problem DUG added the electronic
degree audit system as a project goal (121). The project plan, however, was halted due to the
change in administrative leadership and budgetary cuts. The project plan needs to be revisited.

Planning Agenda

1. Develop a strategy to assess staffing in the Office of Articulation for hiring a full-time
articulation specialist and an articulation officer. When the full-time Articulation Specialist
retired in fall 2009, the classified position was not filled, leaving the duties with the
Articulation Officer/Counselor, who splits time between SJCC and EVC.
2. Implement a data table for course-to-course evaluations in order to create a degree audit
system in Datatel.
3. Consolidate any existing records that have been manually maintained once the data table is
in place and enter the data into the electronic degree audit system.

II.A.6.b 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.

Description

When programs are eliminated or requirements significantly changed, the institution makes
appropriate arrangements to ensure enrolled students can complete their education in a timely
manner with a minimum of disruption. There are two instances in which San José City College
made the decision to discontinue a program. The Division of Applied Science, Technology and
Physical Education administered a Continuous Program Review (CPR) in 2005, finding low or
decreasing enrollment in the Electronics Program. The decision to discontinue the Electronics
Program was primarily due to the low demand for electronics and manufacturing courses. A formal
letter issued in November 2005 to current and former students in the Electronics Program explained
the circumstance. The letter also outlined a specific plan for these students that offered a sequence
of courses over four semesters, beginning with spring 2006. The Department of Counseling was
also issued notification with recommendations for advising students to facilitate the completion of
a degree or certificate in Electronics (122).

Responding to a complete review of programs and courses as required for CPR, the Business and
Service Careers Department faced similar circumstance in 2007 when a decision was made to
eliminate the Marketing Department, thereby discontinuing the Electronics Commerce Program.
This decision was based on several factors. Current workforce needs in business and marketing
demand graduates with B.A. or B.S. degrees. Consequently, enrollment in non-transfer courses
decreased. Other contributing factors included the reduction in full-time business and accounting
faculty and the lack of funds for marketing and promoting specific programs in the Business and
Service Careers Department. This led to a consolidation of courses and merger of programs in
order to improve visibility of courses within the Schedule. This was accomplished by transferring
all Marketing courses to Business (111; 123; 124). When a marketing degree or certificate in
Electronics Commerce could no longer be offered, the Business and Service Career Department
developed revised degree sheets for distribution through the college’s Career/Transfer Center,
Counseling Department, and College print and online versions of the Catalog (111).
Self Evaluation
In both cases, the decision to eliminate a program resulted from reviewing the department under program review. However, no specific guidelines for program discontinuance seem to exist in the program review template. Although one department made appropriate arrangements for students to complete their degrees or certificates, the departments had to make decisions for program discontinuance in the absence of guidelines (73).

Planning Agenda
1. Create a Program Discontinuance Process to include guidelines and criteria to use in future decisions as recommended by the Instructional Policies and Curriculum Committee (see II.A.2.e).

II.A.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Description
The College Catalog and Schedule of Classes are regularly reviewed for clarity, accuracy, and consistency. The Office of Academic Support maintains both publications, coordinating updates and production. Administrators, division deans, faculty, and staff are responsible for reviewing the publications prior to each production cycle. The Catalog undergoes further review by the Catalog Committee. Any updates or approved revisions to institutional policies, student services information, and course information are submitted to the Office of Academic Support. All changes are finalized before being submitted for print and posting on the website. Any updates or errors discovered after printing the Catalog or Schedule of Classes are revised and posted on the College website. (see II.B.2).

The SJCC website provides the public, students, faculty, and staff with access to the College Catalog, Schedule of Classes, Mission Statement, and other vital sources of information. Since the previous Self Study, the website has evolved dynamically, with more active use of online learning systems, surveys, service requests, enrollment, and registration. Given the increase in use, Campus Technology Support and Services received requests from its campus constituents to improve the layout and design of the website. In 2008, the College webmaster completed the new layout and design. In 2009, the webmaster responded to a Commitment to Action initiative from Initiative 3: Outreach and Community requiring all division areas and programs to update information on the website (125).

E-Blast, a wide distribution e-mail system, provides existing and prospective students with information about programs, activities, urgent messages, campus deadlines, and other announcements the College deems critical. Full implementation of the system took place in September 2007 (126). Students or prospective students are added to the electronic mailing list via the SJCC website or during College enrollment. After meeting approval from management, all e-mail announcements by employees or students are submitted to the Technical and Media Services Supervisor where
messages go for final review before delivery.

A variety of electronic message boards are located throughout campus and its perimeter to publicize current events, registration deadlines, and other useful information for the college and surrounding community.

Self Evaluation
Administrators, division deans, faculty, and staff are responsible for ongoing review of print and electronic publications to ensure the College is representing itself clearly, accurately, and consistently to prospective and current students, to the public, and to faculty and staff. After meeting approval from management, all e-mail announcements by employees or students are submitted to the Technical and Media Services Supervisor for final review before delivery. Clear criteria needs to be developed to ensure that messages delivered through E-Blast meet integrity standards in all representations.

Planning Agenda
1. Develop clear criteria to ensure that broadcasted messages, such as E-Blast, meet content standards that outline appropriate and inappropriate content.

II.A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Description
Board Policy 4030 provides students and faculty an environment that allows both the freedom to express and defend their views while instilling a responsibility to respectfully evaluate opinions held by others (37, p. 8). This policy is available to Students in the Catalog and on the College’s website (3, p. 199). Instructors have the right to study, investigate, interpret their findings, and express resulting conclusions to students. Instructors have the responsibility to be thorough in their investigation and to draw conclusions supported by the findings. Because human knowledge is limited and changeable, the instructor may present views that are controversial to evaluate opinions held by others while respecting the right of their free expression. Students have the freedom to express and defend their views and to question perspectives without suffering repression or scholastic penalty. Students have the same responsibilities as instructors to seek and weigh evidence, express supportable conclusions, identify bias, and evaluate opinions held by others while respecting the right of their free expression. (SJECCD Board Policy 4030 on Academic Freedom) Academic freedom is further supported through agreement between the district and the Faculty Association’s AFT 6157 Collective Bargaining Agreement (1, p. 11).

Standards of student conduct established by College administrators and faculty are published in the College Catalog. These outline academic and behavioral standards expected of students, including consequences for violating these standards (3, pp. 206-207). Student conduct is required to be included in the course syllabus by Board Policy 4020.5 (37, p. 6). The campus commitment to
academic honesty is also verified by campus use of the anti-plagiarism software, “Turnitin.com,” as well as by frequent discussions on academic honesty (127). The IPCC and Academic Senate continue to discuss criteria to ensure verification of students enrolled to support the integrity of its DE courses (128).

This policy is clearly stated in the College Mission Statement and is available in the contained in the Catalog and on the website. The College is committed to “…effect social justice by providing open and equitable access to quality education and programs that both challenge and prepare individuals for successful careers and active participation in a global society” (3, p. 8).

**Self Evaluation**
The May 2009 Accreditation Survey given to administrators, full-time faculty, adjunct faculty, and classified staff indicated that 42.5 percent of survey participants agreed or strongly agreed that “(c)lear and specific policies on academic freedom, student honesty, and other institutional values are widely understood.”

**From Accreditation Survey Results: May 2009**

<table>
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<tr>
<th>Prompt</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strong Disagree</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Clear and specific policies on academic freedom, student honesty, and other institutional values are widely understood.</td>
<td>9.59%</td>
<td>32.88%</td>
<td>24.66%</td>
<td>17.81%</td>
<td>9.59%</td>
<td>5.48%</td>
</tr>
</tbody>
</table>

In a follow-up survey administrators, full-time faculty, adjunct faculty, and classified staff indicated that 64% percent of the survey participants agreed or strongly agreed that “(c)lear and specific policies on academic freedom, student honesty, and other institutional values are widely understood.”

**From Accreditation Survey Results: January 2010**

<table>
<thead>
<tr>
<th>Prompt</th>
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<th>Agree</th>
<th>Disagree</th>
<th>Strong Disagree</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Clear and specific policies on academic freedom, student honesty, and other institutional values are widely understood.</td>
<td>11%</td>
<td>53%</td>
<td>23%</td>
<td>7%</td>
<td>6%</td>
</tr>
</tbody>
</table>
The Standards for Academic Freedom and Academic Honesty are posted on the College Website and printed in the Catalog. Further efforts to disseminate this information to the College community are needed.

As indicated in Standard IIA.6, data collected from the November 2009 Survey of Syllabi reveal inconsistencies in the number of syllabi including academic honesty policies. The table included in the Standard IIA.6 discussion outlines the results for the five academic divisions. To ensure that students receive clear and accurate information, syllabi need to more consistently include SLOs, academic honesty policies, statements of course purpose, and course requirements (101).

II.A.7.a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description
Institutions of higher learning exist for the common good of the people, not to further the interest of either the individual instructor or the institution as a whole. The common good depends on the uninhibited search for, and open expression of, truth. To this end both faculty and students must hold the right of full freedom of inquiry and expression. Academic freedom is essential to teaching. Freedom in research is fundamental to the advancement of truth. Academic freedom is fundamental to protecting the rights of the instructor to teach and the student to learn.

Academic freedom cannot be separated from academic and professional responsibility. Instructors have the right to study and investigate, to interpret their findings, to develop conclusions, and to challenge conventional wisdom and accepted premises. Instructors may present views that are controversial, evaluating opinions held by others while respecting the right of free expression. Academic freedom does not include use of discriminatory, discourteous, offensive, abusive conduct, or language toward students, supervisors, other employees, or the public.

Procedures for systematic evaluation of faculty members are established in College policy and supported by Faculty Association’s AFT 6157 Collective Bargaining Agreement (see III.A). The policy dictates that faculty must undergo a rigorous evaluation process when they are initially hired and that they are to receive periodic evaluations. The evaluation process for both full-time and adjunct faculty includes peer evaluation. Instructors who receive satisfactory peer and supervisory evaluations meet this standard.

Self Evaluation
The College has policies in place regarding the obligation of faculty to differentiate between personal convictions and professionally accepted views in a discipline. The guiding policies for academic freedom are defined by the Board and contract agreements. SJCC is committed to a learning environment that supports the rights of faculty to practice academic freedom.

II.A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.
**Description**
The Standards of Student Conduct outlines both the academic honesty policy at the College and the consequences of dishonesty (3, p. 206). Faculty are expected to include this information in the course syllabus per district policy (101). A study on the course syllabus conducted in fall 2009 indicated that only 47 percent of course syllabi contained information on academic honesty. Based on this information, SJCC disseminated information on the academic honesty policy, including consequences for dishonesty, to all faculty. The College expects this information to be included on all course outlines.

**Self Evaluation**
SJCC partially meets this Standard. Information is published in both the Catalog and on the website, and the College expects this information to be on the syllabus for each class.

**Planning Agenda**
1. SJCC will adhere to Board Policy 4020.5 that states that a reference to student conduct will be on course syllabus.

II.A.7.c **Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

**Description**
This standard does not apply at SJCC.

**Self Evaluation**
None

**Planning Agenda**
None

II.A.8 **Institutions offering curricula in foreign locations to students other than U.S. students conform to the specifications of Commission policy Principles of Good Practices in Overseas International Education Programs for Non-U.S. Nationals.**

**Description**
This standard does not apply at SJCC. San José City College does not offer any curriculum in foreign locations.
Standard IIA List of Evidence

IIA.001 Faculty Association_SJECCD Contract_2006-2009
IIA.002 Instructional Methods_Fall 2009 & Spring 2010
IIA.003 College Catalog_San Jose City College_2009-2010
IIA.004 Distance Education Method of Instruction_IPCC Minutes
IIA.005 Distance Education Method of Instruction_Academic Senate Minutes
IIA.006 Letter from WASC_Fall 2004 Self-Study Report
IIA.007 Datatel User’s Group Minutes_6.18.09
IIA.008 Datatel Portal
IIA.009 Waitlist Process
IIA.010 Annual Review of Student Trends_SJCC_2008-2009
IIA.011 CUE-Equity Scorecard_SJCC
IIA.012 Discoverer Tool_Training_9.5.08
IIA.013 Ethnic Benchmarks_Math_2007-08
IIA.014 Achieving the Dream
IIA.015 Achieving the Dream Focus Group Training_12.2.09
IIA.016 CCSSE 2008 Institutional Report_SJCC Report
IIA.017 ESL Student Survey_Fall 2008
IIA.018 Math Program Review_2008
IIA.019 Instructional Resources
IIA.020 Teaching Learning Center Resources
IIA.021 Program Review Timeline_2009
IIA.022 Schedule of Classes_Spring 2010
IIA.023 Distance Education Supplement
IIA.024 Course Outline of Record_State Academic Senate_Spring 2008
IIA.025 Program and Course Approval Handbook_March 2009
IIA.026 Good Practices for Course Approval Processes_State Academic Senate
IIA.027 Course Outline Template
IIA.028 Accreditation Report 2004_Technology Resources
IIA.029 Division Minutes_Instruction
IIA.030 Directed Studies
IIA.031 Distance Education
IIA.032 Courses with Learning Outcomes
IIA.033 Degrees and Certificates with Learning Outcomes
IIA.034 Student Learning Outcome and Assessment Coordinator
IIA.035 IPC Minutes_11.24.09
IIA.036 AS Minutes_11.3.09
IIA.037 Board Policy_Academic Affairs
IIA.038 ESL Assessment
IIA.039 English Assessment
IIA.040 PE & Athletics Assessment
IIA.041 Math and Science_Fall 05
IIA.042 Math Assessment
IIA.043 Math Minutes
IIA.044 Mission Statement_SJCC
IIA.045 CCC-531 reporting-samples
IIA.046 Stand Alone Certification_2009-10
IIA.047 Articulation Policies and Procedures Handbook_CIAC
IIA.048 California Education Code
IIA.049 Title 5 Guidelines_Chapter 6-Part 1
IIA.050 Title 5 Guideline_Chapter 6-Part 2
IIA.051 Degrees and Certificates_2009-10
IIA.052 Recruitment & Hiring Policy_Section 1920
IIA.053 Recruitment & Hiring Overview_Faculty and Management
IIA.054 Hiring Process for Full-Time Temporary Faculty Positions
IIA.055 Program Review Template_2.10.10
IIA.056 DSPS Assessment of Learning Styles
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<td>SLOs_Assessment and Planning</td>
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<td>Planning for Institutional Effectiveness_Jan 10</td>
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II.B Student Support Services: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Overview
San José City College provides an array of comprehensive student support programs and services to address the needs of a diverse student body. As of fall 2009, 36% of students enrolled at the college identified themselves as Latina/o. This percentage represents a 2% increase over the previous year. In Fall 2009, 20% of students identified themselves as Asian. The amount represents a 5% decrease from Fall 2005. During the same period the number of White/Caucasian students (non-Latino) decreased from 20% in fall 2005 to 16% in fall 2009. The number of Filipino students remained about the same (3%), and the number of African-American students varied between 6% and 7% during the same period. American Indian students have also stayed within an enrollment range of 1% to 2% for the past four years. Finally, there remains a large percentage of students for which their ethnic background is unreported or unknown (11-14%) (1).

In respect to age, the largest group enrolled in the college is 20-24 years of age (30%). The next largest group are those age 19 and under (18%) (2). Students attending the college have diverse educational goals, although a majority (40%) seeks to transfer to a four-year university and earn an Associate of Arts degree. The percentage of students seeking occupational education has remained constant at about 5%. There has been a slight increase in the number of students who are undecided about or did not report their education goal (from 16% in fall 2006 to 19% in fall 2008). Similar to other local community colleges, approximately 60% of San José City College students self-identify as being the first in their family to attend college (3).

Student Affairs and Services are committed to providing efficient programs and services to a diverse San José City College (SJCC) community, particularly with regard to equality. Student Affairs and Services nurture, support, and empower students to develop and meet their educational, career, and personal goals. San Jose City College aspires to be a student center community that embraces critical thinking, lifelong learning, cultural understanding, and community service. These values support the college mission to “prepare individuals for successful careers and active participation in a diverse, global society” (4).

The College offers a two-year lower division program paralleling that of four-year colleges and universities. For students who plan to pursue a baccalaureate degree, the college provides a strong core of general education and major courses required for transfer. The college also offers a variety of one-and two-year technical, occupational, and pre-professional courses of study (5). Student services professionals identify student needs through regular meeting of student services managers, program reviews and regular evaluations of the campus matriculation process. Student Learning Outcomes development and review of the annual Student Trends publication, participation in the development of the Educational Master Plan and the Equity Scorecard Project are some examples
to name a few. Program reviews were completed by nine out of the twelve student services in 2007 (6). The division successfully underwent a categorical program site review by the State Chancellor’s Office in 2008 (8). Currently, Student Services is refining Student Learning Outcomes to include all departments directly contributing to matriculation. Below are examples of the matriculation program Student Learning Outcomes. Students are able to:

- Apply on-line, in person or over the telephone.
- Update demographic information.
- Utilize MyWeb (WebAdvisor) and /or StaReg (telephone registration to register/add/drop classes).
- Utilize MyWeb (WebAdvisor) and/or StaReg (telephone registration to pay fees).
- Know their assessment scores.
- Know where to go for interpretation of assessment scores.
- Make well-informed academic choices such as: selecting courses, a major, transfer college and future career.
- Identify, describe and evaluate special programs on campus.
- Incorporate appropriate campus support student services as a support and success tool.
- Examine personal and educational goals and construct an education plan.
- Construct and analyze personal time management.
- Recognize important semester deadline dates.
- Demonstrate understanding and use of college catalog.
- Demonstrate positive learning strategies and apply them.
- Learn and apply good study management techniques.
- Explore and examine career alternatives.
- Research information about majors or career interests using college catalogs and electronic resources.
- Compares and contrasts the UC, CSU, and private school systems in terms of cost, general education and transfer policies.

The Student Learning Outcomes were derived from the work of the Counseling Center, Assessment Center, Transfer Center, and Admissions and Records Department (9). The College conducted many activities to help develop the Student Learning Outcomes, including:

- College Orientation Workshops and Classes.
- MyWeb Orientation and Registration Workshops.
- Campus Tours.
- High School Visits.
- College Fairs.
- Parent Nights.
- College Classroom Visits.
- Financial Aid Workshops.
- Transfer Center Workshops.
- Completion of Educational Plans (10).

To evaluate efficacy, students enrolled in Guidance courses such as Orientation to College, College Success, and Transfer Success are given assignments and tests to demonstrate the ability to apply what they have learned. Students are referred to counselors for more in-depth and one-on-one
assistance. Skits, demonstrations, and testimonials are provided in Orientation workshops and classes for a clearer explanation of programs and services. To evaluate the success of these activities, Student Services administrator’s steers student satisfaction surveys as part of the Achieving the Dream initiative and also reviews feedback derived from student focus groups (11).

San Jose City College student services policies and procedures are consistent with state Education Code, and with other community colleges throughout the state. They are applied equitably across all services.

**II.B.1** The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

**Description**
The college’s Student Affairs and Services division is committed to student development, promoting outreach and retention strategies that foster the recruitment, retention, and success of students. Student support services are designed to meet the needs of a diverse student body. These include: counseling, financial aid, outreach, student life, student conduct/discipline, student activities, student government, assessment, health services and the Career/Transfer Center. Many programs are designed to support specific student populations which include the Disabled Students Program & Service (DSP&S), the Extended Opportunity Program & Services (EOP&S), Cooperative Agencies Resources for Education (CARE) Program, the Umoja Program, the CalWORKs Program, and the Middle College program. These services are listed in the Catalog and the Schedule of Classes. Such a full complement of services meets the College Mission of “providing a high-quality learning experience that prepares students for transfer, technical and public service careers, lifelong learning, and participation in a diverse global society (4).”

Each program in the Student Affairs and Services division participates in the program review process and was reviewed by each Student Services administrator and the Vice-President of Student Services. Now that the Student Success Committee has been re-established, Student Affairs and Services program review will be administered through the Student Success Committee every three to five years (12). The review timeline was established by the President’s Cabinet, but will be reviewed by the Student Success Committee and the Vice-President of Student Affairs and Services. Through the work of this committee, as well as through the student services administrators’ meetings, recommendations for improvement and program planning occur in alignment with the college mission, vision and with the goals and objectives of the college’s Educational Master Plan, Strategic Plan, Facilities Master Plan, and State Categorical compliance requirements.

During the 2008-2009 academic years, Student Affairs and Services faculty, staff and administrators developed Student Learning Outcomes based on the College’s Institutional Learning Outcomes. Under these Student Learning Outcomes, students leaving San José City College should be able to:

- Identify and use appropriate support programs and services.
- Synthesize a variety of information sources in order to create achievable goals.
- Identify and advocate for their personal and educational needs.
Individual programs, Student Affairs and Services, department chairs, the Vice President of Student Affairs and Services, and the Vice President of Academic Affairs regularly discuss the assessment methods for Student Learning Outcomes. Assessment ensures that students are achieving the intended learning outcome.

The college website provides support service information and a wide-range of online services for all students, including students with disabilities and those using distance education (DE). Online orientation, bookstore services, and assessment dates are available to students. Students can also access catalog, class schedule, registration forms, and the student handbook. The college webmaster oversees the quality and accessibility of the website (61).

The student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. These are promoted through Student Affairs and Services, which include:

**Admissions:** The Admissions Office guides students through the application process, including requirements such as transcript submittal, skills assessment, and referral for counseling appointments prior to registration. Records support is provided. As the gateway to the college, the Admissions Office routinely refers students to support services like the Assessment Center, Counseling, Financial Aid, CalWORKs, EOP&S, and DSP/S.

Admission policies and procedures are clearly outlined in the college catalog, class schedule, and Student Handbook. Applications can be downloaded from the College website and mailed, faxed, or hand-delivered to the Admissions and Records Office. A Spanish language application is available. Once applications are processed, students can register in person, online, or by telephone. (5, pp. 12-18; 13, pp. 5-34).

**Matriculation:** Matriculation is designed to assist students to achieve their educational goals by establishing an agreement between the College and the student. The student agrees to declare a specific educational objective, attend class regularly, complete assigned course work, and maintain satisfactory progress toward the achievement of educational plans. The College agrees to provide an organized process for admission, orientation, assessment, counseling, and student progress follow-up. The process also includes registration, orientation, placement testing, counseling, and educational planning (14; 16).

**Assessment:** The College assessment process is critical to the accurate placement of students into the College curriculum. Student placement is accomplished via an approved test instrument, COMPASS (15). Placement test scores are one of multiple measures used by counselors to recommend appropriate student placement in English and mathematics courses and transfer courses requiring reading, writing, and computer skills.

**Outreach and Recruitment:** Outreach and recruitment services are committed to familiarizing the community with the variety of SJCC programs and services that promote the recruitment, retention, and success of students pursuing their educational goals (5, p. 24).
The Outreach Specialist provides materials highlighting programs, services, and career-related information, and makes classroom presentations to the local high schools. Materials include:

- “I’m Going to School” and “Yes We Can” Posters (17).
- Binders which include a comprehensive overview of SJCC programs & services, in high schools.
- The Principals and Counselor Breakfast (18).
- Materials in Spanish (19).
- Headsets for translation.

The outreach office also answers questions regarding the admissions process; provides campus tours for prospective students, parents and/or groups; and works with both Academic and Student Services programs to provide information to prospective students and the community.

The College has increased outreach efforts, including collaboration with area community colleges, San José State University, the University of California at Santa Cruz, private colleges and universities, and local high school districts. The Outreach Specialist works with CalSOAP, a federal grant program administered through the UC system to plan events for middle school and high school students and parents, including Early Outreach, Planning for College, and Cash for College information events.

The Outreach Plan for 2009-2010 (20) includes working with selected San José Unified School District middle schools in an “I’m Going to College” awareness program for students and parents. For the past four years, SJCC has hosted KinderCaminata, a half-day of college attendance for kindergarteners from the Alum Rock Elementary School District. This past year SJCC welcomed 950 kindergarteners to the campus. Members across the campus community—students, faculty, staff, administrators, and others—volunteered for this event. Student athletes and their teams demonstrated skills and tips. Talented staff and students entertained the Kindergarteners with song and dance. Prior to the event, a packet was distributed to teachers with a short curriculum to prepare the students before their trip. Before they arrived, students declared what they aspired to become through college. Their teacher then explained the importance of completing school and college in reaching that goal (21).

**Counseling Services:** Counseling Services provide support for students to plan and achieve their educational, career, and personal goals in the following ways:

1. Provide orientations that assist incoming students (including ESL, international students, athletes, and their parents) to more comfortably and effectively navigate the college process.
2. Assist students to understand assessment results relative to appropriate course placement for the various educational options available, such as workforce programs, associate degrees, certificates, and transfer opportunities.
3. Assist students in career decision-making through guidance courses, career interest inventories, individual counseling and the Career/Transfer Center.
4. Provide planning for students to achieve timely educational and career goals.
5. Provide personal counseling and appropriate referrals to on- and off-campus resources such as: Financial Aid, EOP&S/CARE, DSP/S, Student Health Center, student organizations and clubs, Child Development Center, CalWORKs, tutorial services, Reading and Writing Center, housing agencies, and day-care providers.
6. Provide follow-up services such as early intervention prior to mid-terms, monitoring Summer Bridge participants (first-time students) throughout the semester, working with students on academic probation to get them back on track, notifying students with 45 units or more that transfer opportunities are available, notifying students prior to registration when they do not meet prerequisites, and so forth (22).

Full- and part-time professional counselors provide educational, career, vocational, transfer, and personal counseling services. They also teach guidance courses and present workshops on career planning, study skills, and general transfer requirements. Counselors are available by appointment or walk-in, during evening hours, or online.

**Other Student Affairs Support Services**

**Financial Aid:** The Financial Aid Office provides comprehensive information on grants, scholarships, loans, and other financial aid resources through a variety of brochures and pamphlets. Financial Aid participates in both federal and state financial aid programs to assist eligible students. Financial aid available to students includes grants, work-study (student employment), scholarships, fee waivers, and subsidized Federal Student Loans. Other special programs available to eligible students include veteran’s benefits. Financial Aid staff is available to guide students through the applications process and to inform students of available funding sources, as well as to explain the procedures required to attain them. The Board of Governors (BOG) Fee Waiver form is accessible to students at the college website and in the Schedule of Classes in both English and Spanish. Financial Aid also provides many informational brochures for students (23).

**Health Services:** The Student Health Center provides quality public health services for all students and staff. Located in the Student Center, Health Services provides a “one-stop” approach in a professional, wheelchair-accessible, personal and confidential setting. In addition to compliance with Title 5 regulations (for example, TB/tuberculin skin testing), as well as federal regulations regarding drug and alcohol referrals, the Student Health Center improves retention rates by supplying fundamental health services. The Office provides personal health counseling, health education, campus-wide informational events, emergency response, and crisis intervention (24). The College webpage links to Health Services. Additional outreach occurs through the Schedule, Catalog, student orientation, health education stations on campus, and the campus newspaper.

**Veterans Services:** Veterans Services, located in the Financial Aid Office, offers special assistance to student veterans enrolled in day and evening programs. Students can confirm benefits eligibility and application information on-line, from the Schedule of Classes, on-line or in person. SJCC awards credit to veterans and reservists for Armed Forces service and training completed that meets with the student’s current college objectives (25).
Career/Transfer Center: The Career/Transfer Center assists students with current transfer information; information on university majors and graduation requirements; application workshops; assistance with admission procedures; and referral to academic counseling. The Center maintains a library of current college catalogs; a reference library of updated books on careers; information on job outlook, training and educational opportunities; and career assessment. Computerized programs designed to assist students in selecting a major or career are available, including Eureka on-line, Eureka Database, and Compass. The Center works with individuals seeking career change and students involved in occupational rehabilitation. The Career/Transfer Resource Center hosts both an annual Transfer Day and Transfer Night in the fall for SJCC students and high school students. It also holds an annual Career Fair in the spring for students and the community. Transfer students receive early registration, a counselor to guide them through the transfer process, pre-transfer events and activities with four-year universities, assistance with identifying and preparing for a college major, and a two-year agreement guaranteeing the transfer submission. In addition, the Transfer Express Program helps students complete the requirements for transfer to a four-year university after two years of full-time study at San José City College. Students in the program receive individualized priority counseling services, are assisted with career and major development and are required to complete a “Transfer Success” guidance course.

Job Placement: The Job Placement Center provides a wide-range of services to current students and alumni to assist with securing employment. It also provides students assistance with the job search process, search techniques, a current job binder/board, Internet access, job/internship leads, referrals, resume development, mock interviews, workshops, faxing, and other job-related resources. A Job Fair consisting of national corporations and local businesses is held every year.

Student Affairs Special Programs and Services

Workforce Initiative Network/California Work Opportunity and Responsibility to Kids (WIN/CalWORKs): The California Community College WIN/CalWORKs Program at SJCC operates in conjunction with Santa Clara County Department of Social Services (SSA) to offer academic and financial support services to low-income students. Many of these students are underprepared recipients receiving Temporary Aid to Needy Families (TANF). SJCC and SSA have a long history of collaboration and are partners in the statewide welfare reform system since the inception of the GAIN Program in 1985.

WIN/CalWORKs assists students receiving public assistance to become self-sufficient through the education, employment, and supportive services. The occupational programs are linked to the demands of the local labor market and can assist students with a career track leading to a family-supporting income. The support services that CalWORKs provides include academic, personal and career counseling; textbooks vouchers; child care; mental health services; employment assistance; job placement; and community referral resources for housing, utility assistance, and county social services. The program has served approximately 400 students over the last two years.
Disabled Student Program and Services (DSP&S): The Disabled Students Program and Services closely follows the mandates of Title 5 to provide specialized support services and instruction that allow students with disabilities to fully access and benefit from the services of the College. Students who receive specialized support are persons with exceptional needs because of a verified disability. These students cannot fully benefit from general education classes, activities, and services without additional specific accommodations, specialized services, or educational programs.

DSP&S services fall into four major categories: Counseling/advising/planning, including an initial in-take interview; disability-related assessment; registration assistance; and instructional assistance including: Tutoring, note-taking services, reader services, interpreters, test-taking facilitation, and tape recording. The program promotes understanding and acceptance of individuals with disabilities by providing interaction and training campus-wide. DSP&S is an integral part of Student Services supporting students from all parts of the campus community (28). SJCC DSP&S is committed to excellence and accessibility for all students. During the 2008-09 Academic years, DSP&S served nearly 1200 students (29).

Extended Opportunity Program and Services/Cooperative Agencies Resources for Education: The Extended Opportunity Programs and Services (EOP&S)/Cooperative Agencies Resources for Education (CARE) provide academic support and financial assistance in addition to general campus services. The program targets low-income students facing social, economic, and educational obstacles. EOP&S/CARE provides support services that encourage retention, persistence, graduation, transfer, and certificate completion in a timely manner.

The EOP&S/CARE program closely follows the mandates of Title 5 to provide services and support to students whose educational and economic backgrounds may prevent them from successfully attending college. The state funding formula required that 1,020 students be served in 2007-08. However, the SJCC EOP&S/CARE program over the last two semesters served more than 1,060. The final census recorded 1,068 students served during the 2007-08 academic year (30).

To be eligible, students must demonstrate financial and educational need and be enrolled in at least 12 units. EOP&S/CARE services include outreach, orientation to College resources, grants and book vouchers, a book lending library, pre-priority registration, field trips to regional universities, student success workshops, and one-on-one tutoring. Counselors provide academic advising and class scheduling, career and vocational counseling, personal problem-solving, and crisis intervention to optimize retention. Program brochures are available (31).

Cooperative Agencies Resources and Education (CARE): The CARE Program serves single, head of household students who are co-enrolled in the EOP&S program. Students are full-time enrolled at SJCC and desire job-relevant education to break the welfare dependency cycle. Students in the program seek a viable alternative to continued public assistance while they acquire the education, training and marketable skills needed to transition from welfare-
dependency to employment and eventual self-sufficiency. Services include CARE grants, monthly meal tickets, monthly gas cards, college supplies, participation in the annual CARE conference and referrals to community agencies and services (31).

**Associated Students:** Associated Students (AS) is the official student government organization on campus. The AS is dedicated to representing the SJCC student population and is committed to providing services and activities that meet the scholastic, cultural, and social needs of students. The AS acts as a collective voice for SJCC students and is a powerful component of the College’s shared governance process. The AS provides a majority of student input and recommendations on critical campus issues. Elected student leaders meet weekly to plan, implement, and evaluate College activities and services. AS leaders act as liaison between the students, academic departments, administration, and student services. The AS recommends and appoints students to standing committees: College Planning Council, Finance, Technology, Diversity, Safety, and Facilities. In addition, students are actively recruited to serve on hiring committees. Practical leadership skills are enhanced through participation in the planning, development, and implementation of activities, events, and actions under the guidance of the Office of Student Life (32).

**Creative Athletic Retention Response Program (CARR):** The CARR Program promotes the importance of the College education to student athletes. Athletic coaches work with students to ensure progress toward a degree or vocational program that best meets their needs. An academic advisor, who works closely with the Counseling department, has been dedicated to the CARR Program (33).

**Child Development Center:** The Child Development Center (CDC) is an on-campus laboratory school that provides a high quality, developmentally appropriate toddler and preschool program children between the ages of 22 months and 5 years. Teachers facilitate learning in early literacy, math, science, writing, art, music, independence, social competence, multicultural appreciation, physical/motor skill competence, and prepare children for success in kindergarten.

The CDC is also a laboratory for students in the Early Childhood Education program to conduct observations, student-teach, and receive mentorship and guidance from the existing team of certificated teachers.

In Fall 2009, the Child Development Center moved from Student Services to Academic Affairs since Early Childhood Education is an academic program (34).

**Middle College:** Middle College is an accelerated program designed to offer a unique option to academically capable high school students to complete high school coursework while beginning their college careers. Students must take a minimum of nine units in core classes of English and Math per semester (35).

**Student Affairs Program Collaboration**

- **Umoja Program:** The Umoja Community is a statewide organization that addresses the needs of
African and African-American college students. The SJCC Umoja program is an academic and learning resource. “Umoja” is a Kiswahili word meaning “unity.” The Umoja program was developed to provide for all black students the same sense of community the athletic program offers to black athletes. Committed to enhancing the academic and personal success of Africans and African-American students, the program welcomes all students desiring the benefits the program provides. The Umoja program incorporates academic and personal counseling, advanced academic excellence, community building, and student leadership as goals. As an Academic Affairs and Student Services support program, Umoja increases the retention and graduation rates of Africa-American students, an underrepresented student population at SJCC. The Umoja Program includes sections of the following three classes: Reading 301: Essentials of Reading, Guidance 85: Blueprint for Success, and Guidance 97: Orientation to College (36).

**Service Learning:** The Service Learning Program links the SJCC community of learners to real world experiences. It is an experiential learning program that arranges for students to interact with diverse and often underserved people in a variety of workplace environments. Students learn to critically reflect on workplace experiences in relation to classroom experiences. Although the Service Learning is an academic program, it is housed in the Student Center and works closely with the Job Placement Center (37).

**Tutoring Center:** Tutoring is available to students to assist in improving their learning skills and understanding course content. Tutoring is available by appointment or by drop-in. Students are matched with tutors for subject-specific sessions to discuss concepts, share ideas, give examples, practice, and summarize (38).

**Reading and Writing Center:** The Reading and Writing Center (RWC) offers students reading and writing assistance for any class. Student tutors and English instructors are available to assist drop-in students. Assistance includes organizing, developing, and editing essays. Computers are available to word process papers, learn grammar, and perform online research (39).

**Puente Program:** The mission of the Puente Program is to increase the number of educationally underserved students to transfer to four-year colleges and universities, earn degrees, and return to the community as leaders and mentors of future generations. Puente is a nationally-recognized academic program that features a unique collaboration between the University of California and California Community Colleges. The program has three major components: accelerated writing instruction, counseling, and mentoring. It has its own classes and counselors, and every semester students are matched with professionals from the community that can provide them with guidance concerning education, careers, and life. Puente is open to all students. The Puente counselor works closely with students and provides career exploration opportunities, helping each student develop an educational plan and lifetime goals. Puente provides students with a strong academic foundation to succeed at both SJCC and a four-year university (40).
**Metas Program:** The Metas Program is an Academic support program dedicated to increasing the graduation and transfer rates of Latino/a students. “Metas” is the Spanish word for “goals,” and the program focuses on helping Latino/students find a path to achieve their academic goals. The Metas Program offers learning communities designed for Latino/a students; tutoring, academic and career counseling; assistance with textbooks; a Destinos Summer Bridge program; a Fall Kick-Off for new students; math refresher labs; and workshops to assist students with financial aid, educational plans, and placement exams. The Program goal is to foster institutional change to promote the success of Latino/a students. The program, however, is open to all students.

As discussed earlier, most categorical programs undergo regularly scheduled program reviews that include a site visit from the California Community College System office. In May 2008, as the SJCC DSP&S, EOP&S, CARE, CalWorks, and Matriculation programs completed program reviews and hosted a three day visit from the system. The visitors completed an evaluation report that was complementary to the programs assessed (41).

**Self-Evaluation**

The completion of Student Affairs self study during the fall 2008 and spring 2009 semesters allowed programs to systemically evaluate the effectiveness of their services. Using student learning outcomes, faculty and staff input, quantitative and qualitative measures, program staff learned much about service delivery outcomes and their impact on student success. Programs use the results of the self-evaluation as a basis for improvement. Plans are updated to insure the quality of service delivery and alignment with the strategic, facilities, technology, and campus educational objectives. The new Student Success Committee, chaired by the Vice-President of Student Affairs and Services will begin evaluating existing student services programs reviews. It will also update the program review template and will review recommendations and alignment to the college mission, and objectives of the college’s Educational Master Plan and Strategic Plan (43).

In addition to the program review process, categorical programs are evaluated by state and federal agencies. The State Chancellor’s Office, through the program review process and technical assistance visits, evaluates the Disabled Student Program, CalWORKs, EOP&S, CARE and Matriculation programs once every six years examples of how programs undertake program reviews include EOP&S using an annual EOP&S and CARE Program Satisfaction Survey to gather input from students to improve the quality of service; CalWORKs submitting midyear and annual program reports that serve as program reviews; and CalWORKS currently analyzing student success in several math and reading classes to see how the results compare with those of the general student population (44).

Financial aid provides comprehensive information on grants, scholarships, loans, and other financial aid resources through a variety of brochures and pamphlets. There are several workshops and orientations available for students to learn about and apply for Financial Aid. Over the past several years, the amounts of aid as well as the number of students receiving aid has increased significantly (45).

Student health services are available to all enrolled students. Fifty percent of the student health fee pays for student accident insurance, leaving a small budget to provide the remaining services.
One full-time nursing faculty staffs the Health Services department. Work-study students provide additional assistance, but the office is closed when the faculty person attends institutional meetings, provides campus-wide activities, teaches, attends to confidential health matters, or is called to an on-campus emergency. The College is working for the removal of health fee exemptions for BOGG recipients. Elimination of that exemption could add additional dollars to the operating budget (46).

Online course offerings continue to expand at the College, as does the need for much more online student support services. College application for admission, online information about orientation, assessment calendar, schedule of classes, the catalogue and course registration are available. Online distance learning courses use a student satisfaction survey to assess quality of instructional delivery. The DSP&S works closely with the College webmaster to ensure that web services are accessible for students with disabilities. The collaboration reflects the College’s commitment to inclusiveness and accessibility (47).

While campus studies and surveys need to be another driver to the College efforts to improve student services. Developing assessment methods for the division’s student learning outcomes and accommodating the need for accessible online services will also enhance the quality of student support services. This kind of assessment ensures that services, regardless of location or means of delivery, support student learning and enhance the achievement of the College Mission.

**Planning Agenda**

1. Develop thorough and rigorous assessment methods for divisional student learning outcomes.
2. Develop a more efficient process for coordinating orientations for high schools to increase the percentage of students who attend SJCC on graduating from high school.
3. Coordinate all Student Affairs and Program Services to ensure that all incoming students receive the same information about resources available to them.
4. Expand support services offered to Online Learning students.
5. Develop a reliable questionnaire to be given to students during the matriculation process to assess learning needs prior to counseling.
6. Mandate a process to ensure that all students have an educational plan by the end of the first semester.
7. Conduct surveys both at the college and in the community at large to identify and support student needs.

**II.B.2** The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

**II.B.2.a General Information**

- Official Name, Address(es), Telephone Number(s), and Web Site.
- Address of the Institution.
- Educational Mission.
• Course, Program, and Degree Offerings.
• Academic Calendar and Program Length.
• Academic Freedom Statement.
• Available Student Financial Aid.
• Available Learning Resources.
• Names and Degrees of Administrators and Faculty.
• Names of Governing Board Members.

II.B.2.b Requirements
• Admissions.
• Student Fees and Other Financial Obligations.
• Degree, Certificates, Graduation and Transfer.

II.B.2.c Major Policies Affecting Students
• Academic Regulations, including Academic Honesty.
• Nondiscrimination.
• Acceptance of Transfer Credits.
• Grievance and Complaint Procedures.
• Sexual Harassment.
• Refund of Fees.

II.B.2.d Locations or publications where other policies may be found

Description
The Catalog is published yearly and is available free in the bookstore or on the College website. The current print edition covers academic years 2009-2010. The Schedule of Classes is published each fall and spring semester and for the summer session. The College makes every effort to ensure that the Schedule is accessible to individuals with disabilities. Alternate formats delivered through assistive technology are available upon request through the Disabled Student Program and the Office of the Vice President of Student Services. The Schedule includes information on students’ rights and responsibilities, problem resolution, matriculation, and student services.

Major policies affecting students are published in the college catalog. These include: academic regulations, nondiscrimination policies, prohibition of harassment and hate crimes, acceptance of transfer credits, gender equity, the Americans with Disabilities Compliance Act, the Drug Free Campus Act, and student rights and responsibilities. Admission policies and procedures are published in the catalog, class schedule, student handbook, and on the website. The catalog describes requirements for admissions, including fees, financial obligations, and the student refund policy. Degree, certificate, graduation, and transfer requirements are fully described.

The Office of Academic Support and the Articulation Officer regularly review articulation information for accuracy, consistency and completeness. The Articulation Officer updates all degree, certificate and transfer information, including updates to program advisory committees. The Office of Academic Support and the district Research and Institutional Effectiveness (RIE) office update course descriptions and employee information. Each new catalog and schedule of classes attempts to improve on format and readability.
II.B.2.a  General Information

- Official Name, Address Tel (p 1).
- Educational Mission (Ch.1, p 8).
- Programs and Degree offerings Chapter 5 (AS and Certificates) and Chapter 6 (AA and Certificates) (pp 38-77).
- Academic Standards and Course Descriptions (Ch.8, pp 83 -198).
- Academic Calendar – schedule of classes are printed by semesters.
- Academic Freedom Statement (p 199).
- Available Student FA (Ch.3, pp 27-31).
- Available learning Resources (Ch.4, pp 32-37).
- Names and degrees of Administrators and Faculty (Ch.10, pp 209-211).
- Names of Governing Board members Page 2.

II.B.2.b  Requirements

- Admissions (Ch.2, pp 12-21).
- Student Fees (Ch.2, pp 19-21).
- Degrees and certificates (Ch.5-6, pp 38-77).
- Transfer (Ch.7, pp 78-82).

II.B.2.c  Major Policies Affecting Students

- Academic Regulations (Ch.9, pp 199-208).
- Academic Honesty (Ch.9, p 206).
- Nondiscrimination (Ch.9, p 1, p 209).
- Acceptance of Transfer Credits (Ch.2, pp 14).
- Grievance and Complaint procedures (Ch.9, p 207).
- Sexual Harassment (Ch.9 p 204).
- Refund of Fees (Ch.2 p 20).

II.B.2.d  Locations or publications where other policies may be found

- San José City College website www.sjcc.edu
- Schedule of Classes

Self-Evaluation

The current Catalog contains all of the required elements (see Standards II.B.2.a, b, c, and d), with the exception of the academic calendar and current student fee information. As the catalog covers two academic years, the academic calendar and the current student fees are published in the Schedule of Classes for each semester and posted to the college website. The catalog contains general information regarding fees, such as the Refund Policy and Procedure, and Resident Enrollment Fees for Non-Immigrant Students (AB540). Catalog errors and changes, such as deletions or revisions of degree requirements, are updated on the College website.

The college catalog and the schedule of classes are widely available to students on campus. As indicated, the catalog provides comprehensive and vital information including details about student services, course descriptions, programs, degrees and certificates. The catalog is also available through the SJCC website. As part of quality assurance it is reviewed regularly for clarity and
accuracy. However, in the process of producing, editing, and publishing the catalog, some errors are detected. However, most errors have been issues of accuracy with both written and online content (48).

**Planning Agenda**

1. Continue to review and improve the catalog and all college “handout” documents in order to reflect changes as they occur.
2. Devise a more formal process for reviewing publications in order to present the information clearly, accurately, and consistently: for both online and in the hard copy of the catalogue.

**II.B.3** The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

**II.B.3.a** 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.

**Description**

The College identifies educational support needs through the admissions and matriculation process and research data collected regarding its student population. This information includes student demographic statistics, such as ethnicity, age, gender, and full and part-time enrollment. Student performance indicators are also described, including grades, success rates; retention, certificates and awards granted and transfer statistics. The research data enables the college to understand trends and develop clearer goals for meeting the needs of its students. Data provided by the assessment center is analyzed by student services managers to anticipate needs and for comparison purposes. In fact, student services has led the way on campus in implementing a more thorough program review process with some programs on their second cycle of assessing student learning outcomes.

Using this information, the College develops and provides the following services: orientation, English as a Second Language (ESL) assessment, financial aid, counseling, transfer and career services, tutoring services, retention and follow-up services, and health services. Also included are special student support programs like Puente, DSP/S, EOP&S, CalWORKS, METAS, Pathways, Umoja, Job Placement, Middle College, Transfer Express and the Financial Aid office. These programs conduct additional assessment and orientation to meet the individualized needs of their specialized population. For example the DSP/S helps students and instructors in identifying learning disabilities and in providing support for disabled students. DSP/S staff members also visit campus divisions to inform faculty about the program and about different learning styles and students’ learning disabilities in general. CalWORKs’ provides thorough needs assessment through which students are referred to appropriate campus resources. The college also has tutoring centers on campus to help students with subjects ranging from Math, Science and English. Extracurricular offerings for students include student elections; student government; student clubs, social and cultural events; charity drives; and athletics (49).
Further, through the six components of the matriculation process (admission, assessment, orientation, counseling, early alert and follow up) student needs are identified and an educational plan is developed. Counselors in particular help students identify their academic needs while providing academic, career and personal counseling. The college employs several counselors fluent in Spanish as well as Vietnamese. Other bilingual staff speaks Cantonese and Mandarin. Almost all programs employ a counselor fluent in Spanish. Having counselors and staff who speak two languages helps to support student achievement by allowing students to establish rapport with someone from their own culture. Additionally, DSP/S offer services utilizing sign language (50).

Students also have opportunities for input into the college’s planning efforts through participation on shared governance committees as well as student government. The Associated Students of San Jose City College have and active student government that plans events and activities for students throughout the year. They also provide a book loan service that is available to all actively enrolled students on good academic standing (51).

Self-Evaluation

The college identifies and evaluates learning needs of its students through the matriculation process, ongoing research studies, student services program reviews, counseling sessions, assessments and other processes. Through these multiple and varied processes student and program outcomes are developed with a goal of meeting student needs and insuring program improvement.

As discussed previously, evaluations of SJCC’s categorical programs have been favorable. External organizations, including the Chancellor’s Office and the Santa Clara County Department of Social Services, have completed positive program reviews. The Chancellor’s Office review of the EOP&S program notes exemplary conditions. The Chancellor’s Office also evaluated the CalWORKS programs. The Office of Civil Rights found that the campus DSP&S program excelled in its program delivery and was cited for an exemplary student pregnancy policy. With regards to the use of empirical measures to evaluate program effectiveness, EOP&S utilizes an annual student satisfaction survey to gather student greater feedback. In addition, each program submits an annual Commitment to Actions (CTAs) to the Vice President of Student Affairs for self-evaluation of SLOs. Currently, the college is addressing equity in academic success and retention among African Americans, Asian, Latino and white students utilizing tools from the Equity Score Card Project (52).

Campus-wide technology and physical upgrades have also improved access to services. Since the last Accreditation Self Study in 2004, SJCC delivery systems were expanded to include online registration, wireless access and online bookstore services. In fact, the demand for online courses has expanded (53).

Planning Agenda
1. Develop a well designed evaluation for student support services to address accessibility, analyze survey, results and improve services accordingly.
2. Conduct a campus safety and accessibility review to ensure access for all disabled students.
In particular, adopt Distance Education guidelines to guarantee that students with disabilities will be able to access distance learning programs.

3. Strengthen the online registration system and add the ability for students to complete online orientation and online counseling particularly for distance learning students.

II.B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description
SJCC provides an environment that encourages personal, intellectual, aesthetic development, and civic responsibility inside and outside the classroom. The Associated Students (AS) governing body provides opportunities for civic involvement through campus programs and activities. Through AS participation, students learn basic leadership skills and have the opportunity to engage in student government. A student trustee serves on the Board of Trustees. The AS meets weekly to discuss issues of concern to students, such as student fees, services, and programs. San Jose City College students address issues through the shared governance process in forums like the President’s Council, Academic Senate, College Planning Council, and many committees, including Finance, Technology, Student Success, Safety, Diversity, and Facilities. The College President, the Vice President of Student Services, the Director of Student Life, as well as other faculty members sometimes attend the weekly AS meetings to keep informed and to address student concerns (54).

Civic involvement is encouraged at the local, State, and national levels through campus activities such as political candidate forums, participation in student lobby days at the State Capitol, and sponsorship of activities such as the “March in March” student rally at the State Capitol; United Nations Human Rights Day; 9/11 Observance Day; Constitution Day; and Presidential Inauguration Day. Student clubs provide the opportunity to develop personal, scholastic, and civic interests. Winter Celebration that other popular student activities held throughout the year include the Thanksgiving food drive, holiday clothing drive, Toys for Tots, and the CARE recognizes students and their families for their civic involvement (56).

The College provides opportunities to encourage personal and intellectual enrichment through campus events and classroom opportunities. For example, guest speakers are brought to campus to celebrate Black History Month, Women’s History Month, Middle Eastern Heritage Month, Cinco de Mayo, Cesar Chavez Day, Latino Heritage Month, Asian Pacific Islander Month, and Gay, Lesbian, Bisexual, Transgender month. The Community Arts and Lectures Program bring scholars to share their insights in a series of lectures every spring. The student-run campus newspaper, San José City College Times, provides students the opportunity to develop journalism skills and to comment on important events related to college life, campus news including local and national topics. The DSP/S promotes personal development and self-advocacy skills for students with disabilities in the learning, community, and employment settings. CalWORKs similarly develops students’ job search and career development skills by forcing strong relationships with for-profit and non-profit organizations.
**Self-Evaluation**
SJCC successfully provides opportunities for students to involve themselves in activities and programs that encourage intellectual, aesthetic, personal development, and civic responsibility. Students are active in student government and student clubs. Opportunities are provided to attend intellectually stimulating presentations, to learn important leadership skills, and to learn self-advocacy skills in the classroom and the community. Students participate on standing and ad hoc committees. Participation in this area, however, remains low. Achieving consistency in committee participation is difficult as the majority of students have other commitments at school, with their families, or at their jobs. As in the past, the College will continue to encourage and welcome student participation.

**Planning Agenda**
1. Increase the number of classroom orientations to familiarize students with the services and involvement opportunities offered by Student Life.
2. Improve student participation on standing and ad hoc committees. However, promoting participation on committees remains difficult as the majority of students have other commitments at school, with their families, or at their jobs.
3. Assist faculty and staff to encourage student’s participation on committees.

**II.B.3.c** *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*

**Description**
SJCC involves students, faculty, and administrators in the process of evaluating counseling services and faculty. The Counseling Department faculty is comprised of seven full-time counselors, one articulation officer and two academic advisors. Three full-time and one adjunct counselor and two academic counselors work in EOP&S. One full-time counselor and one part-time counselor serve in CalWORKs. One full-time counselor and one full-time counselor/coordinator work in DSP/S. Counseling services include academic advising; career, crisis, and personal counseling; and vocational and transfer counseling. Counselors teach students to use the assist.org website and to develop educational plans to ensure a smooth transfer process. Individual counseling appointments are available five days a week between 8:00 a.m. and 6:00 p.m. Walk-in counseling is available Monday through Friday between 9:00 a.m. and 5:00 p.m. Appointments can be made by using the Schedule and Reporting System (SARS) computer system, implemented in fall 2009, or by telephone. Students and staff can access an array of resources and information on the Department’s website. In addition to individual counseling, counseling faculty teaches courses on Orientation to college, study skills, college success, self-assessment, career development, and peer counseling. The Counseling Department also implemented a number of new student orientations in a group/workshop format beginning in the fall 2008.[57]

The Counseling Department routinely collaborates with other departments on campus to foster an understanding of strategies to promote college success. Staff and faculty members may also request classroom presentations or refer students to counseling services. Counselors sit on the Curriculum, Finance, Strategic Planning, and Staff Development Committees, the Academic Senate, College Planning Council, and more recently, the Student Success Committee.
Counselors keep current in transfer counseling regulations through routine attendance at University of California and California State University counselor conferences, articulation conferences, and meetings such as the Northern California Inter-segmental Articulation Council, the California Inter-segmental Articulation Council, Region 4 Articulation Officer’s meetings, and training sessions at individual colleges and universities. Counselors also receive training for providing services to special populations on a regular basis. University representatives attend department meetings to provide updates or to introduce new programs. Bi-monthly department meetings also serve for cross-training among the counselors in specialty areas.

**Self-Evaluation**

The College meets this Standard. The Counseling Department assesses effectiveness in a variety of ways. It routinely reviews its strengths and weaknesses and plans for future additions or modifications to its services. Goals are identified and routinely reviewed and embedded into the planning of the Department. While quantitative measures are used to evaluate some areas, more qualitative measures are also of great importance.

The availability of counseling services is one of the primary strengths of the Department. Extensive appointment and walk-in schedules are provided. Data from the SARS database is reviewed to assess student traffic patterns and to modify schedules according to projected needs. In the general counseling area, the Department currently averages (750) student appointments per month and accommodates approximately (1100) students on a walk-in basis. During peak registration periods, the general counselors see more than (500) students on a weekly basis. The thorough development of online information and resources provides easy access to many more students. Recently, a more effective and coordinated delivery of services resulted from improvements in the way that academically dismissed students are identified and tracked. The revised system includes alerts posted in student records. A counselor is formally assigned to follow-up with students in dismissal status. Collaboration with other departments is also moving in a more positive direction.

During the first four years of employment, counselors are evaluated every semester by fellow faculty and administrators and given feedback regarding individual strengths as well as areas requiring improvement. Evaluation of individual counseling services is provided each semester via an evaluation sent to the counselor’s students (58).

**Planning Agenda**

1. Develop and implement “Retention Workshops” at various times of the semester for students who are on academic/progress probation.
2. Be more proactive in identifying those students that have a grade point average under 2.0 and those students completing less than 50% of units attempted.
3. Have Counseling more visible by participating in orientations, classroom visitations, and other student activities

**II.B.3.d** The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.
Description
The College philosophy emphasizes opportunity, equity, and social justice, and a commitment to these core values is embedded in all programs and services. Over the years, the college population has grown in diversity. Similar to institutions of higher learning nationwide, gender ratios remained fairly consistent over the past 5 years. The demographic breakdown by major racial/ethnic groups is: 36% Latino, 20% Asian, 16% Caucasian, 7% African American, 14% Unknown, and 7% other (see Demographics p. 7). Student Support Services meets the needs of these diverse students by addressing concerns of diversity, access, academic progress, student learning, and success. Specialized programs serve disabled, re-entry, economically disadvantaged, immigrant, and international students.

The College is committed to hiring a diverse staff emphasizing the recruitment of a varied pool of applicants. Indeed the campus staff includes many bilingual speakers in English, Spanish, Chinese and Vietnamese. College faculty however is much less diverse than the college staff and student populations (59).

The college supports student programs that serve specialized populations such as DSP/S, EOP&S, Puente, Umoja, METAS, and English as a Second Language (ESL). These programs provide opportunities to students that may not otherwise have the means to enroll in post secondary education. Awareness activities emphasize the diversity of SJCC’s student population. For example, DSP/S sponsors Disability Awareness Month in October (60).

The College supports a variety of diverse clubs and events on campus that enhance student understanding and appreciation of diversity. Student clubs have been established to promote participation in scholastic, social, political, cultural, and recreational interests. The Associated Students coordinate student activities. Students are encouraged to establish clubs if they have an interest that is not represented on campus. Student clubs include the American Medical Student Club, American Safeplace, International Students Club, the Administration of Justice Club, Rho Alpha Mu Honor Society, Health Promotion Club, the EOP&S Club, MEChA, Black Student Union, Gay Straight Alliance, Chicano Student Union, Hui Holuiki, Philosophy Club, Pre-Med Club, Labor Studies Club, Chess Club, Cosmetology Club, Esthetician Club, KJCC Radio Club, Phi Theta Kappa, and the Journalism Club (64).

Self-Evaluation
The College is proficient in designing and maintaining appropriate programs and services that support and enhance student understanding and appreciation of diversity. Student clubs, special programs, classes, and workshops, exist to create a positive climate and to enhance student understanding and appreciation of diversity and global awareness. Many student services faculty and staff are diverse and multilingual. Consequently, they are able to speak to students in their first language and understand students’ cultural norms.

Planning Agenda
1. Provide increasingly academic and student support to prepare students for the highly competitive global market
2. Establish a closer working relationship between academic affairs and student affairs staff.
II.B.3.e  The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description
San Jose City College is an open access institution. As such, the requirements for all applicants are few and limitations are minimal. Applicants must be high school graduates or eighteen years of age. An earned GED satisfies the high school completion requirement. High school juniors and seniors may be concurrently enrolled in the college with the recommendation and signature of their parents and high school representative (62).

For international students there is a separate application form that requires 1) detailed translations of official transcripts, 2) English language fluency (TOEFL), 3) Certified Bank Letter showing sufficient financial resources to attend SJCC, and 4) a Statement of Purpose. Using this information, the Office of International Students determines the student eligibility to attend San Jose City College (63).

The Admissions and Records Office (A&R) is on a regularly scheduled cycle of program review. This includes self-assessment, surveys, questionnaires, and feedback forms from students. As A&R is also a public service, feedback is received from external sources that include students, community members and auditors; and internal users, which include faculty and staff. The A&R Director incorporates feedback into staff meetings. The Director and staff also participate in regional and statewide admissions-related conferences where best practices are identified and discussed. When appropriate, revisions and additions to services are incorporated into San José City College’s services.

An English or English as a Second Language assessment test and a math assessment test are required for all new students who have completed less than 15 units at another college or university and those enrolling in courses with an English prerequisite. These tests help determine appropriate placement of students in various levels of course work. Transcripts showing completion of the appropriate prerequisite courses are also accepted in lieu of the required assessment test (64).

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

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

Self-Evaluation
During the academic year 2008-2009, San José City College staff evaluated the assessment and matriculation process through the Equity Scorecard Initiative. In spring 2009, the Equity Scorecard research committee found enrollment discrepancies through instructor and student assessments. Some students enrolled in courses in which they did not necessarily place. Others were not enrolling into the basic skills course designated by their assessment. Rather than enrolling in basic writing and basic math courses, students enrolled in college-level writing and college-level math courses. The College consequently evaluated the matriculation and assessment processes in order to find strategies to better meet the needs of the basic skills students.

Planning Agenda
1. Evaluate College assessment instruments more thoroughly for accuracy and placement effectiveness.
2. Emphasize the importance and purpose of placement assessment during outreach activities and in one-on-one opportunities with prospective students, parents, and high school counselors.

II.B.3.f The institution maintains student records permanently, securely, and confidentially, with provisions 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.

Description
The institutional policies governing the maintenance of student records adhere to the California Education Code, as mandated by Title 5 of the State of California and district board policy (Chapter 5: student services), as well as the Family Educational Rights and Privacy Act of 1974 (FERPA). Both address access to student records and help the college to ensure that student records are adequately protected, maintained, and discarded. All official school records are maintained in the Office of Admissions and Records under the custody of the Director of that office. These records consist of a complete listing of all course work attempted at the College (Permanent Record): placement test scores, a transcript from other schools and colleges, Application forms and supporting documents and Change of Record forms. The college catalog contains a statement on the use and release of student information. Release of any information requires written permission of the student, except as provided by law. In case of the closure of the college, responsibility for records would pass to the State Chancellor’s Office.

San Jose City College uses the Oracle/Datatel system with servers located in the District ITSS offices, which is a computerized solution that provides collection, maintenance, and storage of electronic student records, including application data, enrollment data, transcript data, charges and payment data, and other data concerning services delivered. The Oracle/Datatel system includes audit and other mechanisms that preserve the history of core records and the changes that occur to them over time. Most critical data cannot be deleted. The hardware and software are kept in a secured area, and intrusion prevention and other security software are used to prevent unauthorized access. The system uses role-based security to ensure that employees have access only to data
necessary to their jobs. When users log into the system, their credentials are checked against setup tables that define what privileges the person should have on the system. These permissions are requested by specific authorized individuals from the various areas of responsibility. The Oracle/Datatel system has secure backup solution (EMC solutions for storage).

**Self-Evaluation**

The College maintains student records and adheres to FERPA laws, the California Educational Code and District’s policies for student information and records. Although a majority of records are now stored electronically, there is a need to expand conversion to electronic student records wherever possible mindful of privacy. The College does not have an earthquake recovery plan. If the student database become inaccessible for any period of time, ability to produce student records would be difficult.

**Planning Agenda**

1. Continue to develop document storage and imaging solutions. After viewing demonstrations and reviewing proposals from vendors, an inter-departmental team from across the District chose Perceptive Software/Image Now for the district’s document imaging needs (June 2009). The product, Image Now, provides the District a solution for electronically storing any document via scanner, with easy retrieval executed through the use of their “Perceptive Software.” Scanned documents are easily shared with different constituent groups through email and/or shared folders created within the user-friendly program. This process included the Reprographics Department as their services and staffing may be used as a resource to scan and electronically store aging grade-books, rosters, application forms, and other pertinent documents now stored in fireproof vaults. This strategy may serve as a long-term solution to the lack of an earthquake recovery plan because electronic document back-up is accomplished with servers located in the District ITSS offices. Electronic documents are much more accessible than documents physically stored in vaults. This has already been implemented. There are two accessible document imaging, scanners, one in Admissions & Records and one in Reprographics.

**II.B.4** The institution evaluates student support services to assure their adequacy in meeting identified student needs evaluations of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Description**

The Student Services program review process has been in place for about four years. Every program within Student Services undergoes program review every three years; the second cycle of program review will begin in fall 2010. Programs include student satisfaction surveys as part of the review and their planning process. Student learning outcomes and service area outcomes are integrated into the program review and planning processes. Program review self studies includes recommendations and goals. Beginning fall of 2010, the Student Success committee, chaired by the vice-president of student services, will be the committee in charge of reviewing all student services program reviews.
Each categorical program, Matriculation, EOPS, CARE, DSP/S and CalWORKs, is required by the state to submit annual reports that indicate how well each program is meeting their goals/objectives stated in their program plans.

In addition, the California Community College System Office conducts site visits to evaluate categorical funded programs such as Matriculation (credit and non-credit), DSP/S, EOP/S, CARE, and CalWORKs. The College participated in this process in October 2008.

**Self-Evaluation**
The college meets this standard. The State Systems Office oversight has brought student learning outcomes, student success and performance into the forefront of the college culture. Overall the Student Services program review process is sound and thorough. The process provides departments and programs with an opportunity for routinely reviewing their strengths and weaknesses in order to make plans for future additions or modifications to their services. The Vice-President of Student Services is working with each department and program to improve the process and evaluation of student learning outcomes.

**Planning Agenda**
None.
Standard IIB List of Evidence

IIB.01 Enrollment by Ethnicity_SJCC_Fall 05-Fall 09
IIB.02 Headcount Enrollment by Age Group_SJCC_Fall 2009
IIB.03 End-of-Term Student Enrollment_SJCC_Fast Facts_Fall 2008
IIB.04 Mission Statement_Board Approval_8.11.09
IIB.05 College Catalog_San Jose City College_2009-2010
IIB.06 Student Services Program Reviews
IIB.07 Student Services_Course Syllabi
IIB.08 Categorical Site Visit General Summary & Report
IIB.09 Categorical Programs Self Evaluation_10.31.2008
IIB.10 Student Services Program Review –Counseling_2006-07
IIB.11 Achieving the Dream
IIB.12 Student Affairs & Services Program Review Schedule_2009-2014
IIB.13 Schedule of Classes_Spring 2010
IIB.14 Steps to Success_English_Schedule of Classes_Spring 2010
IIB.15 Assessment
IIB.16 Steps to Success_Spanish_Schedule of Classes_Spring 2010
IIB.17 I’m Going to College Posters
IIB.18 Outreach Binder Provided to High Schools (hard copy)
IIB.19 I’m Going to College Posters_Spanish
IIB.20 Outreach Plan_2010
IIB.21 Kindercaminata
IIB.22 Categorical Programs Self Evaluation_Matriculation
IIB.23 BOG Fee Waiver_English and Spanish_Flyers
IIB.24 Student Health Services
IIB.25 Veteran's Information
IIB.26 CareerTransfer Center
IIB.27 Job Placement
IIB.28  Student Services Program Review, DSP&S_2007-08
IIB.29  Headcount_Disabled Students Programs & Services (DSPS) _2008-09
IIB.30  Headcount_Extended Opportunity Programs & Services (DSPS)_2008-09
IIB.31  EOPS
IIB.32  Associated Students, List of Clubs, Outreach-“Education with Attitude”
IIB.33  C.A.R.R. Retention Program
IIB.34  Child Development
IIB.35  Middle College
IIB.36  Umoja Program
IIB.37  Service Learning
IIB.38  Campus-Wide Tutoring Program
IIB.39  Reading & Writing Center
IIB.40  Puente Program
IIB.41  Metas Program
IIB.42  Categorical Site Visit General Summary-Summary Report_4.16-17.09
IIB.43  Student Success Committee Charge
IIB.44  EOPS/CARE Satisfaction Survey & CalWORKs_Reports
IIB.45  Financial Aid
IIB.46  Student Health Center Brochure
IIB.47  SJCC Voluntary Compliance Plan_OCR__May 20 2010
IIB.48  SJCC Student Success Guide and Planner
IIB.49  DSP/S Program Binder
IIB.50  Counseling
IIB.51  Associated Students Book Loan Program Flyer
IIB.52  Equity Scorecard, Categorical Site Review, Compliance Plan
IIB.53  Schedule of Classes_Fall 2009
IIB.54  Associated Students Government Meeting Minutes
IIB.55  Diversity Advisory Council (DAC) Newsletter, Spring 2009
IIB.56  Student Activities Calendar
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<td>IIB.63</td>
<td>International Student Application</td>
</tr>
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<td>IIB.64</td>
<td>Associated Students List of Clubs</td>
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</table>
II.C. Library and Learning Support Services: Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Overview
The San José City College Library and Learning Resource Center (Library/LRC) is staffed by a combination of faculty librarians, instructional faculty, and paraprofessional staff. Faculty librarians provide bibliographic instruction in the use of a variety of learning materials in print, electronic form, and mixed media. The Library provides individual instruction and offers workshops, instructional sessions/orientations for classes, and formal Library Studies classes. Librarians select, acquire, and catalog materials for the collection that support the instructional programs of the College. Library staff assist in making these materials available to students.

The LRC is staffed with both faculty and instructional assistants to provide instruction and help students in the Reading and Writing Center and ESL Lab. Workshops are offered in addition to providing individual assistance. The Tutoring Center has peer tutors to help students in specific subject areas. Instruction is also provided in the Technology Skills Center, which is used by a variety of instructors and classes. The LRC has a large open lab for students to use computers. The building also houses the Disabled Students High-Tech Center, a math classroom offering computerized instruction, and a support center for the College’s student athletes. These, however, are not a part of Standard II.C; they are just housed in the building.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Description
The SJCC Library/LRC is aligned with the College Mission to support the instructional and information needs of a diverse student population by providing access to a wide range of learning materials, audio-visual equipment and computers (1).

The state-of-the-art building, unveiled in summer 2003, is a three-floor, 53,346 square-foot facility. Both wireless and hard-wired networks offer Internet access. In addition, the building contains a video-conference room, a 30-seat electronic learning lab, and a general conference room. In summer 2009, thirty new computers, a teacher’s podium that enables computer projection, a DVD and audio-visual system, and an overhead projector were added to the library-learning lab. Total seating capacity in the library is approximately 300. The facility was planned with input from librarians, learning resources faculty, staff, administrators, and the College Campus Facilities Committee (2).
In addition to open study areas on 3 floors, there are 10 group study rooms that accommodate up to 8 people each. These rooms have white boards and Internet access. Students can check out laptops for use in the library only. The rooms are heavily used, particularly at midterm and finals time. In the Library’s reference area are 6 stand-alone computers intended for searching the online catalog and databases. The immediate reference area has 2 print-only stations. Behind the reference desk are 14 computers intended for library research and word-processing. Librarians provide assistance to students in general computer use, library research, and navigating Moodle, the College’s course management system. Librarians also assist students with using the student records program, My Web.

Instructors, instructional assistants, and peer tutors versed in current pedagogy staff the LRC, the ESL Lab, Reading and Writing Center, and Tutoring Center. These staff can provide individualized support services in math, science, reading and writing to all registered students. The Library/LRC is open Monday through Thursday, from 8:30 a.m. to 8:45 p.m. and on Friday from 8:30 a.m. to 2:00 p.m. The Library is also open on Saturday from 11:00 a.m. to 3:00 p.m. During finals weeks, the library extends hours to 9:45 p.m. The current Associated Students is committed to increasing the library’s hours (3).

**Equipment:** The Open Computer Lab contains 74 computers. Students check out computers by presenting their student ID cards at the front desk. Printing is available through the GoPrint™ system with a pre-purchased card only at a print station. Each computer includes the Microsoft Office 2007 Suite, the Job Access with Speech program (JAWS), and an adaptive screen reader for the visually impaired that can also help English learners or those with learning disabilities. Headphones are provided at each of computers and at the 5 media stations available for the use of mixed media. The Library tries to buy only closed-captioned DVDs and videos. A work station for the disabled with an adjustable table, a text enhancer, and the full MS Office and JAWS is available.

The Library also provides other resources to help meet student needs. Six laptop computers are available for use in the group study rooms. The laptops were purchased with a combination of funds from the Associated Students (AS), College money, and the library budget (4). The Technology Skills Center is a classroom-sized lab equipped with computers using the Microsoft Office suite, a podium, a projection screen, and Internet access. The lab is used for training and teaching and is scheduled by sign-up. SJCC ensures that the Print Center will have reliable working machines and that repairs are done within a reasonable time period. The Library/LRC has a preventive maintenance agreement for its copiers and the print manager system. A senior library technician monitors problems and communicates with the companies servicing and administering the machines. Campus Tech Support also assists in working with the vendor. Additionally, the Library has a maintenance contract with Innovative Interfaces, Inc., to provide support, software upgrades and equipment for the college online library system.

**Library Materials:** The librarians strive to develop and maintain a collection of resources that are authoritative, current, and varied in format, level of expertise, and viewpoint. Several methods are used to develop a collection that responds to the needs of the diverse student population. Individual librarians keep current on subject fields for which they buy books by collaborating with instructors...
in relevant fields and attending Division and Departmental meetings. All librarians monitor subject areas that need updating by listing “weeds and needs” (items to discard and items to add) on a daily reference tally sheet. As librarians encounter old materials, they set them on a designated shelf with a weeding slip for later review. The Acquisitions Librarian compiles the notes and distributes them to the librarians as a purchasing guideline (5; 6; 7).

The librarians also try to develop a collection of resources based on the content and Student Learning Outcomes (SLOs) of individual courses. As the Instructional Policies & Curriculum Committee (IPCC) reviews new or revised courses, faculty submit a “New Course or Course Revision Proposal” that includes current SLOs, course content, and textbook requirements. A Librarian on the IPCC transmits the course outlines to the librarians responsible for the subject areas for purchase of resources as appropriate (8). In addition, faculty proposing new or revised courses must complete the Library Support for New/Revised Courses Form (9). The form solicits faculty input regarding the adequacy of current library resources for the course undergoing review. The form is available on the Library’s webpage and can be submitted online.

The library has two display cases for informational and educational displays. Past subjects for these displays include as Black History Month, Labor Studies, Women’s History Month, and Disabilities Awareness. The librarians develop book displays and booklists as requested. The displays are advertised campus-wide and at special events.

The proximity of the campus to downtown San José provides additional benefits. SJCC students are able to access research materials from the Martin Luther King, Jr., Library, a large public, academic library. Students can use the resources of the nearby branches of the Santa Clara County Library System, and other nearby public and university libraries. Students may borrow from any library on the OCLC network through the interlibrary loan system. In addition, the collection of library materials at Evergreen Valley College (EVC) supplements the SJCC collection. Subscription databases and electronic books are available on-site and remotely, depending upon the resources chosen by each campus (10).

**Self-Evaluation**

**Library Materials:** The Library strives to maintain a collection that provides academic support for all students. Due to the uneven, inadequate funding of the book budget, the Library has found it difficult to provide adequate materials to support all the transfer level, vocational, ESL, and basic skills courses on campus. In addition, library materials are becoming increasingly outdated due to a lack of staff for a comprehensive review of the collection.

**Electronic Resources:** For the last 11 years, The Library received funding from the Telecommunications and Technology Infrastructure Program (TTIP). However, in 2009, all library technology money was cut by the State. The Council of Chief Librarians, the professional organization of community college libraries, made an appeal to the Board of Governors to restore TTIP funding. The SJCC Academic Senate passed a resolution in favor of funding the databases through College funds. The College made a commitment to funding a portion of them (11; 12; 13). The College will also support the maintenance contract for the Innovative library system. The Associated Students, which has a long history of supporting the Library, has assisted in purchasing laptops.
**Maintenance and Supplies:** The Library absorbed the cost of copier and printer maintenance, as well as the purchase of ink and paper. In the past, the District funded the maintenance contracts, and any money made on copying and printing supplemented the book and library materials budget. Now that the Library pays for the maintenance contracts, less money is available to purchase needed materials and supplies. In addition, the Library is projected to lose an additional 30 percent of discretionary funds in the upcoming year. Of the funds remaining, a higher percentage will be expended on maintenance contracts rather than library supplies.

**Library Staff:** The Library staff consists of three librarians and five paraprofessional staff with many years of experience. The librarians strive to acquire current and authoritative sources in a collection representing all forms of mixed media. Assisting students with research for their classes and teaching them how to use all available resources, whether print or non-print, is of prime importance to the librarians. The librarians reflect innovations in their delivery by keeping up with changes in the Library Science field. The paraprofessional staff includes one library assistant (12 months), two senior library technicians (12 months), one full-time library technician (11 months), and one .80 library technician (11 months). Budget cuts have reduced the number of librarian and paraprofessional staff positions. For example, a librarian position lost to retirement has not been filled even though the Academic Senate recommended replacement in both 2009 and 2010. In addition, the Library lost a .4 library technician (10 months) in 2008. With fewer librarians and technicians, providing a high level of library support is challenging.

The Library staff lacks a direct onsite administrator, making it difficult to advocate for funding or provide comprehensive service. In 1999, the position of Library Director was eliminated; in 2000, the position of Dean of Instructional Technology and Learning Resources and was created and filled. The original intent was for the new Dean to oversee the Library and learning labs. The 1998 Visiting Team suggested this arrangement. With the elimination of the position in summer 2004, the recommendation was again unmet in the 2004 Report. In 2008, the supervision of the Library moved from the Vice President of Academic Affairs to the Dean of Language Arts. Since fall 2009, this position has been unstaffed. The Library is temporarily reporting to the Vice President of Academic Affairs until the position is filled.

A faculty librarian has release time to act as Library Coordinator. The Library Coordinator is in charge of the general operation of the Library, including monitoring the budget, scheduling, representing the library in meetings with the Dean, overseeing library programs and services, and working with the other librarians. This position has gone from a .5 release time in 2000 to .3 currently. Backfill for the remaining hours occurs, but the time is not commensurate with nature of the duties. Additionally, the Coordinator has little time to perform standard librarian duties, creating a further scarcity of staff.

Nonetheless, the Library has improved access to its reference services by providing coverage during the first hour of the day (8:00-9:00 a.m.) and during daytime orientations. Consequently, approximately 152 additional hours of additional service was provided to students during the fiscal year 2009. To provide increased public service access, the librarians voluntarily reduced their office hours and increased their student contact hours. No supplementary funding was available to provide additional staff to accomplish the desk coverage.
The devoted library staff continues to troubleshoot and address shortfalls. Librarians meet every week, the classified staff meet once a month with the public services librarian, and the entire staff meets each semester. The librarians all serve on College committees, including the College Technology Committee (CTC), the Instructional Policies and Curriculum Committee (IPCC), and the Academic Senate. One librarian is Vice President of the Academic Senate. The librarians work with the campus community through Academic Senate meetings and through participation in strategic planning workshops. One librarian is a member of the Accreditation Steering Committee and co-chair of Standard II.C. The librarians collaborate with their counterparts at Evergreen Valley College for joint projects, such as the redesign of the shared online catalog and the integrated library system. The librarians of both colleges meet to discuss mutual problems.

The Library meets this part of the Standard but will continue to lobby for another Librarian or Director.

**Planning Agenda**

1. Restore resources as conditions permit. The next few years present unprecedented challenges for all community college libraries. The goal of the SJCC Library/LRC is to maintain excellent services as it transitions with the changes facing the college. When the position of Dean of Language Arts is filled, Library staff will have direct supervision and campus representation. When funds allow, additional librarians will be hired, and new materials will be purchased.

**II.C.1.a. 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 of the institution.**

**Description**

The librarians have been selected to carry out collection development responsibilities based on their subject expertise and academic degrees (18; 19). One Librarian has a certificate and teaching experience in ESL; another has a background in nursing, and another in genetics and the sciences. One Librarian reviewed books for Choice magazine, published by the American Library Association, due to his subject expertise. Librarians select books and materials from Library Journal, Booklist, and well-known publishers.

Librarians attend department meetings on occasion to discuss common problems in providing materials appropriate for the learning needs of students. In fall 2009, the Language Arts Division increased in size, adding the departments of Communication Studies and Sign Language to English, ESL, Journalism, and Reading. With the increased size of this Division, an opportunity arose for a greater amount of dialog during meetings. Faculty members interact with librarians through email and personal contact for material and equipment needs. A sign language instructor, for example, recently worked with librarians to acquire an extensive DVD collection.

The classified staff play an important part in the organization, collection, and dissemination of reserve materials. The faculty frequently rely on reserve collections to provide Library materials.
so students can save on book expenses. A reserve request form is available online for faculty to complete and submit (20). The AS has occasionally purchased reserve textbooks for the Library.

During the last three years, one librarian focused on improving library materials and services for the college’s ESL students. The comprehensive project concentrated on each level of ESL classes – beginning, intermediate, and advanced. Librarians examined materials, services, and instructional sessions for all levels of ESL students, developing goals, SLOs, assessment criteria, and a plan of action (21). In addition to strengthening the connection between the ESL Department and the librarians, three important goals were accomplished. First, a collection of graded reading material (Easy Reader Collection) was obtained to support the developing reading proficiency of beginning ESL students. The collection has grown to almost 300 titles and is highly utilized (22; 23). Second, in collaboration with ESL instructors, a tour, an instructional session, and a written assignment were designed specifically for ESL students (24). Third, the librarians and ESL instructors discussed the types of materials most useful for the advanced ESL student. Thanks to the Basic Skills Initiative Committee, $2,000 worth of appropriate materials were purchased for the advanced ESL learner (25).

During the final year of the Library/ESL Materials and Services Project, librarians realized that the needs of advanced ESL students are similar to those of students in developmental reading and writing classes. Both student groups possess rudimentary skills and are able to use the library with some success. However, concerns arose that these students will “fall through the cracks” and not receive sufficient consideration during the planning of services and purchasing of materials. As a result, the reading levels of basic skills students will be served by buying series written at a simplified level.

Despite the extra financial burden of purchasing this “pre-college” material, librarians view these purchases as a transitional method to help acclimatize the basic skills learner and the advanced ESL student to academic reading (26).

Library Studies 194: Individualized Skills Lab was developed and taught in spring 2008. Designed as an introduction to Library usage and research skills for basic skills students, the course is offered in conjunction with Reading 301: Essentials of Reading. Library Studies 194 evolved from close collaboration between librarians and the reading instructor (27).

ESL Lab: The ESL lab fulfills to the College Mission to support the instructional needs of a diverse student population with specialized focus on acquiring language and communication competency. Housed on the first floor of the Library/LRC, the ESL Lab is staffed by full-time and adjunct ESL instructors, including the Coordinator, one full time Instructional Assistant and, as of December 2009, an evening Instructional Assistant (IA) in a half-time position. Students have access to 59 computers, all of which connect to the Internet and offer 13 interactive software programs covering all language skills and ESL levels, from beginning to advanced. Students enroll in a .5-unit lab course for all ESL courses in order to gain access to the instructional support services available in the Lab. Services include meeting with an instructor or IA on any written assignment, language task, or question; getting help with computer use, Moodle, or Internet search; participating in workshops or small groups; and using software programs that reinforce course work. Cognizant
of the time constraints of many ESL students, the Coordinator maintains the online lab, www.eslstation.net, for students unable to be physically present in the Lab. Like the software programs, the website provides instruction and practice for all language skills and ESL levels. Resources are free of charge. A recent project created recommended lab assignments for each class on the ESL Station using a standardized format (28).

**Reading and Writing Center:** The Reading and Writing Center (RWC) provides many materials for SJCC students, including reference books, course texts, and handouts across all the levels of English and Reading, including a strong selection of developmental resources. The RWC also provides workshops throughout the semester on salient topics, including sentence-level errors, the writing process, and argument development. The RWC collaborates with the Career/Transfer Center to offer two Writing Skills Test workshops. A recent addition to the Center is the informal Friday Book Club, a collaboration with the ESL Lab, in which students select a book to discuss with an eye toward understanding complex content and as improving vocabulary and grammar (29). RWC reference materials include English dictionaries, foreign language and foreign language-English dictionaries, thesauruses, grammar guides, readers, and handouts. Texts may be borrowed within the center; handouts are free to take. Daily copies of the **San José Mercury News** and the **San Francisco Chronicle** are available.

The RWC has 16 new computers available for student use, each loaded with current operating and application systems in addition to varied grammar and vocabulary software. These computers print directly to a GoPrint Station. The Center includes fifteen headphones, one television with a VHS player, two USB flash drives, three portable CD players, one scanner, three laptops, DVD players on each PC, and two print cards. A PC sits on a powered adjustable table for wheelchair access; it is equipped with a scanner, zoom text, and the latest version of JAWS, a screen reader for students with vision loss.

Students enrolled in any course at the College may use the tutoring resources at the Center. Students receive individualized tutoring through working one-on-one with instructors, instructional assistants (IA), and peer tutors. A recent pilot program, Avanzamos, provides tutors that work directly with Latino students in the developmental courses English 335 and Reading 301. Avanzamos tutors work both in the classroom and in the RWC (See I.A.1).

**Tutoring Center:** The Tutoring Center is staffed by student tutors and supervised by the Learning Resource Center Supervisor. A full-time Math IA position has been vacant since November 2007. Math and physics instructors often schedule their office hours in the Tutoring Center. Currently, the Tutoring Center is open Monday to Thursday from 8:30 a.m. to 8:00 p.m. and Friday from 8:30 a.m. to 1:00 p.m. (30; 31). In the Center, students can access current textbooks, videotapes, CDs, the Internet, math and chemistry programs, and download educational programs to support their courses. Twelve computers, one printer, and one scanner are available. Faculty are emailed at the beginning of each semester for software recommendations. The Division of Math and Science provides current books and solution manuals.

Trained student tutors encourage students to participate in active and independent learning. They help students develop skills and they promote learning strategies. The qualifications to become a tutor are:
• Complete a tutor application.
• Receive a recommendation from the instructor for each course student would like to tutor.
• Receive a grade of “B” or higher in the course(s) student would like to tutor.
• Attend a personal interview with the Supervisor of the Learning Resource Center.
• Complete tutor training video course.

All students enroll in an LS 210, Supervised Tutoring Lab, a no fee/no credit lab for students. A new process, put into effect in 2007, requires that instructors or counselors refer students to the Tutoring Center (32). The Tutoring Center supports SJCC students by providing free one-to-one, drop-in, and group tutoring in multiple disciplines. For example, tutoring is available to students in mathematics, physics, chemistry, and accounting. Student tutors must turn in a form for positive attendance (33). The Tutoring Center is very active. Chairs and tables are crowded with tutors and tutees; the white board is filled with calculations, and the environment is energized with focused exchanges regarding everything from statistics to physics, chemistry to calculus. The Tutoring Center budget comes from several sources but the largest is from the Language Arts Department. The Center includes an Open Computer Lab that is not instructional, monitored by a clerk. Any student with a student identification card can use it.

Self-Evaluation
Library: The librarians evaluate student and faculty feedback and selective circulation data to assess areas in need of more content. Faculty assist the librarians in giving feedback through informal and formal communication regarding their use of materials. One librarian very knowledgeable in sign language worked with a deaf instructor to purchase a collection of sign language DVD’s. He remains informed about their use, helping to monitor the needs of this department. The library will be receiving new PC’s this summer. The computers and the group study rooms see heavy traffic at midterm and final times (34).

The Library meets this part of the Standard.

ESL Lab: Learning materials and equipment are up-to-date in the ESL Lab. Since 2003, funding has been available through various federal grants, division funds, and the $2.00 student material fee to provide the latest Pearson Longman, Thomson Learning (Cengage), and Oxford University software and multimedia learning materials. Most computers have been replaced over the last 2 years through campus technology replacement funds. Sixteen additional computers from 2003 will be replaced in 2010. Campus Technology and Support Services does a superb job of maintaining the hardware, installing the software, and providing security. Issues regarding printing in the ESL Lab and the availability of a well-functioning printer still need to be addressed.

In response to needs recognized in the continuous program review of the Language Arts Division, the ESL Lab Coordinator was given .25 reassigned time for the first time in fall 2009. An evening IA position was funded in December 2009. These positive steps enhance the ability of the ESL Lab to foster the student learning goals of critical thinking, communication competency, computer literacy, and intentional learning. Information about Lab programs for faculty, staff, and students is available in print form and online on the Lab website. A booklet outlining the scope and sequence of each software program is available and has been distributed to ESL instructors.
A survey of lab users in December 2009 showed that over 77 percent of users indicated the lab software was helpful in improving their language skills; 23.89 percent did not answer the prompt. 76 percent of respondents found the ESL Station links helpful; 21 percent of respondents did not answer the prompt. The December 18, 2009, SARS Track data from the ESL Lab timekeeper showed 20,626 visits with 31,552 hours recorded. The online lab has over 715,000 hits. The survey also showed that 83.89 percent of respondents use the lab to improve their grammar skills; another 70 percent use it to improve writing skills.

ESL Lab instructors and instructional assistants look for ways to collaborate more closely with classroom instructors to create targeted workshops and weekly lab assignments to be posted on Moodle, especially for those levels of writing that have a required lab: ESL 342, 312, 302, and 91 (35).

**Open Computer Lab:** Lab clerks staff the Open Computer Lab Monday to Thursday from 8:30 a.m. until 9 p.m. and Fridays 8:30 a.m. to 2 p.m. Minimal assistance is available. The Open Computer Lab has proven to be a problematic for a number of reasons. The design promotes continuous foot traffic in the area. The configuration of the workstations is circular, making it difficult to monitor students. Staff feel that the library and the LRC should be consistent with time limits for using the computers. Lab personnel held meetings to discuss reconfiguration. Alternative uses have been proposed, including overflow use, instruction, and reconfiguring the areas for programs serving students needing remediation and support. Concern exists that these changes, now only in the discussion phase, may be instituted without proper campus support since very few constituency groups, including the Academic Senate and the AS, are aware of them. Of additional concern is the need for input by the new supervising Dean. No definitive action has taken place on these issues.

**The Technology Skills Center:** The Technology Skills Center was designed for teaching small workshops on technology, but has not worked well for that use. Instead, the Center is used as a teaching classroom. Instructors can sign-up to use the room. Some feel this plan results in low usage, but changes to the current use would affect many instructors.

**Reading and Writing Center:** The RWC staff is ready to create a specific online space for the Center. An RWC website would serve as extension of service, resources, and materials to support student learning. The RWC is eager to have a dynamic website, but an allocation of time and funding need to be put in place to start this project.

**Tutoring Center**
Some areas that need improving:
- More tutors.
- Less noise - too noisy in the Tutoring Center.
- Language barrier.

Service areas that need improving:
- More tutors.
- Have more statistics tutors.
- Tutorial Center more open hours.
- More tutors that speak fluent English (or English as their first language).
• Have computer-based sessions on content from the instructor’s class.
• Expand tutoring to the classroom.
• Make methods of instruction in the Tutoring Center the same as with the instructor.
• Increase the number of tutors in different disciplines – math, chemistry, physics, Spanish, economics, History, and accounting.
• Increase of the number of computers in the Tutoring Center.
• Increase use by different disciplines.
• Increase awareness of what is available in the Center: website, informational emails, Schedule of classes, Tutoring Center articles, flyers, SJCC Catalog, SJCC City Times.

The Tutoring Center needs to plan for:

• New equipment and new laptops with updated software so tutors are able to help students with math chemistry, and physics problems.
• Current and updated web site for the Campus-Wide Tutoring Program
• Need to request more work study tutors and students and Service Learning students.
• Need to be more proactive with basic skills, Achieving the Dream, and Metas Program
• Apply for grants to fund tutoring services
• More focus on students in basic skills courses to help them transfer
• Need to fill the position of the Math Instructional Assistant
• Future plans also include moving the Tutorial Center to the new building – Math/Fine Arts Building when it is completed. Moving closer to the math, chemistry, and physics classrooms to a more central location would increase the effectiveness of the Tutoring Center.

The Open Computer Lab and Technology Skills Center will need to prepare for new equipment regardless of the direction plans on renovation take.

The Math department did a survey of student satisfaction, and the results are being used to improve service in the Tutoring Center. In the summer of 2008 and fall of 2009, a study of student usage was completed. Further study needs to be done. Currently, the Instructional Assistant position for the Tutoring Center remains unfilled; it is not clear who will oversee daily operations (36; 37).

Planning Agenda
1. Continue to reach out to faculty to determine their needs; make contact through campus events and committee work.
2. Continue outreach to and collaboration with ESL instructors. Materials and services will be improved as necessary. A Library webpage promoting ESL resources is planned for the 2010-2011 academic year (38). The services provided to advanced ESL students will continue to be addressed.
3. Continue to purchase materials written at a pre-college level as the student population and Mission of the College are changing to reflect demographic trends. Continue developing a special browsing collection, the “Success Collection,” that will feature materials to inspire, encourage, and instruct all students, but particularly those new to college, especially re-entry, basic skills, or advanced ESL students (39). Library 194 will be offered when a faculty partnership is re-established.
II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Description
The principles of information competency (IC) are incorporated into Library reference services, course curriculum, and bibliographic instruction orientations. Librarians carry out individual IC instruction informally with students at the reference desk. IC principles guide the SLOs and course content of Library courses: LIB 015: Electronic Research and the Internet; and LIB 194: Individualized Skills Lab. Library orientations teach library skills, research methods, and evaluation of resources, important components of information competency. During the academic year 2008-09, more than 1,000 students received bibliographic instruction during 111 orientations in the electronic classroom (40).

Librarians prepare research guides for specific classes and topics that reinforce IC principles covered during the orientation. These guides are available both in paper copy and online (41). In order to provide comprehensive IC support, the librarians carry out many other duties, including: selecting and maintaining electronic resources; selecting and withdrawing materials from the library collection; communicating and collaborating with instructors during the planning of orientations; and the preparing research guides. In addition, to facilitate the scheduling of orientations, an online request form was developed that can be filled out and submitted electronically to the library (42). The librarians are informed of instructional needs through the Academic Senate, the IPCC, attendance at departmental meetings, and through informal, collegial contact.

In order to better understand student-learning needs, one librarian with a background in ESL attends Language Arts Department meetings, collaborating on the Library/ESL Project. A librarian with a nursing and science background worked with science faculty to develop medical and biology orientations. Another with a degree in genetics worked with science faculty to develop orientations for chemistry classes. Two librarians have worked with an instructor in African American Studies on the subject of African ancestry research. In spring 2008, the RWC developed a series of workshops to help students understand the process of writing a research paper. These workshops, developed by the center’s IAs, are open to all students and apply to courses across the curriculum. Students learn model researching skills, how to narrow a topic, pose a research question, develop a thesis, evaluate sources, understand academic styles, use citation, and begin writing process (43).

Self-Evaluation
The demand for Library orientations continues to grow, but they still need to be brought to the attention of faculty. An increase in scheduled orientations provides greater opportunity for librarians to instruct students in the principles of IC. Budget cuts and inadequate staff, however, have made it difficult for librarians to focus on developing IC as much as would be liked. A librarian requested that the Faculty Senate consider making IC classes a requirement for students, but no budget exists to accomplish this goal. Library courses are carefully designed to instruct students in IC practices. The Library has utilized a pre- and post-assessment test to evaluate student acquisition of IC principles. Due to a small staff and increasing budget cuts, establishing an IC requirement continues to be a challenge.
The librarians meet this requirement for this part of the Standard, but need to work on institutionalizing information competency.

**Planning Agenda**
1. Continue developing workshops and related materials. The librarians are planning to present two workshops in the fall of 2010 and are exploring the possibility of awarding extra credit to students who attend one of these workshops.
2. Continue to strategize ways to make IC a graduation requirement.

**II.C.1.c** *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*

**Description**
All SJCC students have remote access to electronic databases, Catalog material, and online handouts through the Library webpage. Reference assistance is available during open hours via telephone and e-mail. The Library’s contact information is clearly displayed on the homepage. The Library is compliant with ADA standards in the design of its building. One Librarian knows American Sign Language (ASL) and interprets when necessary for the deaf. Members of the library staff speak Spanish, Vietnamese, Italian, and French. The ESL Lab maintains an online lab, www.eslstation.net, for those students who are unable to be physically present in the lab. The first floor of the LRC has a push button for access to those with limited limb use. The facility accommodates those with limited mobility.

**Self-Evaluation**
Remote access is excellent in many areas of the Library/LRC, in particular the library databases and the ESL Lab. The RWC does not have an online component. Though RWC usage continues to climb, a limited budget currently prohibits the development of an online presentation. The library meets this part of the Standard.

**Planning Agenda**
1. Continue to request online access to RWC resources in yearly reports and in Language Arts program reviews. Create and maintain a comprehensive website when resources become available.

**II.C.1.d** *The institution provides effective maintenance and security for its library and other learning support services.*

**Description**
The Library is maintained by the maintenance and custodial departments, and by the Campus Police. It has an alarm system and staircases for emergencies as well as a security system for its books. An emergency response team is in place, and the Library has evacuation chairs on the second and third floors for non-ambulatory persons who need to be evacuated.
Self-Evaluation
Facilities/maintenance requests have been addressed quickly in recent years. Campus Police are responsive to the security needs of the Library. For example, police have responded promptly to altercations between students. A special intervention team including the Director of Student Life and other administrators deals with troubled students. The Library/LRC meets the requirements of this part of the Standard.

Planning Agenda
1. The library will maintain its current service.

II.C.1.e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Description
Either the District Office or the College CFO handles services that require a contract. In monitoring the budget, the Library Coordinator often acts as a proxy for the District with smaller organizations, such as the Council of Chief Librarians. Oversight is provided by administration. The library maintains a Copy Center with copiers and a print management system. The machines are covered by service contracts, and Campus Tech Support and a senior library technician do all troubleshooting. The contracts cover the printers in the LRC as well. The copiers and printers see heavy use and all efforts are made to repair any problems in a timely manner. A systems analyst is available to assist with the maintenance of the Innovative Library System. The IT department coordinates upgrades of software and hardware. Troubleshooting the Innovative Library System is frequently handled remotely.

Self-Evaluation
The Library/LRC meets the requirement of this part of the Standard.

Planning Agenda
There is no planning agenda at this time.

II.C.2. The institution evaluates library and other learning support services to assure their efficacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of SLOs. The institution uses the results of these evaluations as the basis for improvement.

Description
The librarians have made progress in this area since the last Self Study. A Continuous Program Review (CPR) was written outlining goals and strategies that align with the strategic plan of the College. This Program Review has helped Library staff identify SLOs and prioritize the spending
of resources (44). The librarians have linked the goals and objectives of the Program Review to the Library’s diminished resource allocation. Librarians use surveys to gain input from students and the campus community. A faculty survey questionnaire is almost complete. In spring 2008, the RWC created a new data collection system, SARS, that corresponds with the data needs of the District and State. The District Technology Office promoted SARS with little input from the RWC staff.

**Self-Evaluation**

**Library:** During fall 2009 and spring 2010, the Library conducted two surveys that solicited input concerning staff, materials, and services. The first was a general survey available online and in paper copy; it received 120 responses (45). Most respondents ranked Library staff and services above a 70 percent approval rate. However, 61 percent of respondents indicated a desire for longer Library hours. A total of 66 percent of respondents indicated that the Library’s computers and audiovisual equipment were adequate. In a second survey, drawing 32 responses, almost 100 percent of respondents indicated that they would return to the Library for information services. (46) Many issues raised concerning the Library can only be addressed when a larger budget becomes available.

The Library offers formal courses, Library Studies 15: Electronic Research and the Internet; and Library 194: Individualized Skills Lab. Library Studies 15 is an online class using Moodle; the syllabus identifies SLOs. A cohort study will be completed this summer after students finish the course. The study will generate data regarding the success of the SLO’s. Data will be collected each semester and used to make service improvements. The assessment includes homework, discussion forums, wiki creation, and tests. A post-assessment survey is planned. Though enrollment has increased in Library Studies 15, the class only reaches those interested in improved research skills (28; 47). (28; 47).

To promote Program Review planning, Library services will continue discussions with members of the campus community, including the IPCC and Academic Senate. Without upper administration support, the librarians remain challenged to provide adequate resources and innovative services. Hope exists that a new administration will improve the status of the library and appreciate it as a critical component of student success. One encouraging sign is the College’s commitment to funding a portion of the electronic databases. Another is the invitation by the current Vice President of Academic Affairs to include the Library Coordinator in the Academic Leadership Meetings.

The library meets this part of the Standard, but ongoing administrative direction remains a problem.

**Reading and Writing Center:** In June of 2009, a report titled “Reading & Writing Center: Data Review and Recommendations” was submitted to the dean of the Division of Language Arts as a formal attempt to update the dean on the status or Reading & Writing Center (50). (48). As acknowledged in the report, more assessment needs to be done related to faculty, staff, and students. The implementation of an assessment strategy is taking place, but is impeded by the lack of a full-time RWC Coordinator or Director. The two full-time IAs and remaining staff find it difficult to manage the daily operations. Although assessment will benefit work in the RWC, it takes time to
introduce. For the spring semester of 2010, the RWC conducted a student survey to evaluate the overall usage of the center (49). In addition, a student survey was conducted after each workshop for the series “Writing a Research Paper” (43 pp. 5-7). The RWC will be conducting several surveys as standard practice in hopes of increasing staff and assessment.

The SLOs for the RWC’s were established in the summer of 2009 without much reflection on the student population and services offered. The SLOs also lacked criteria or guidelines for the lead Lab instructor or staff to use in evaluating them. Currently, clear criteria are being established to implement Program Review, self-assessment, and SLOs. Workshops institutional effectiveness and SLOs during the spring 2010 Professional Development Day added greater clarity for the RWC team (48).

The data collection system, SARS, has not been effective in yielding quality assessment data for the RWC. Since being established in spring 2008, much discussion and research has occurred concerning changing the system. When State funding improves, the RWC hopes to research and purchase an effective program.

**Planning Agenda**

1. Focus on the needs of the changing student population by working with Achieving the Dream, the Basic Skills Initiative team, and other programs that provide remediation assistance. Continue providing resources for students seeking transfer and vocational training.

2. Develop a SLO evaluative instrument. The librarians may use a standardized one for the College or develop a library specific tool. Use best practices from studying other libraries’ measurement tools.

3. Replace the SLOs with outcomes that are applicable and focused on the RWC’s mission and the campus mission.
Standard IIC List of Evidence

IIC.01 Library Services, Instructional Resources, Special Programs_Catalog
IIC.02 Accreditation Standard IIC_2004
IIC.03 Library General Information
IIC.04 Documentation for AS Help with Laptops and Textbooks
IIC.05 Daily Reference Tally Sheet
IIC.06 Weeds and Needs
IIC.07 Weeding Slip
IIC.08 Sample Format of Course Proposal Sign-off Sheet
IIC.09 Library Support for New & Revised Courses
IIC.10 Database Page
IIC.11 Council of Chief Librarians (CCL) Letter to Member Libraries
IIC.12 Resolution to the Board of Governors from CCL President_2009
IIC.13 Resolution from Academic Senate for Library Databases Funding
IIC.14 Academic Senate Minutes_2007
IIC.15 Academic Senate Minutes_2008
IIC.16 Librarian Presentation for Position Including Graphs & Statistics
IIC.17 Library Coordinator Job Description
IIC.18 Collection Development Policy
IIC.19 Subject Collection Areas
IIC.20 Library Materials Reserve Form
IIC.21 Library_ESL Project Papers
IIC.22 Easy Reader Title List
IIC.23 Easy Reader Collection Usage Statistics
IIC.24 ESL Library Tour Checklist and Assignment
IIC.25 Items Bought with BSI Funds_Spring 2009
IIC.26 Series Titles Suitable for the Basic Skills_Advanced ESL Student
IIC.27 Library Studies 194 Syllabus
IIC.28  Recommended Lab assignments for ESL Classes
IIC.29  Reading Writing Center Information Material
IIC.30  Tutoring Center Rules
IIC.31  Tutoring Center Brochure
IIC.32  Tutoring Referral Form
IIC.33  Student Tutor Help Form
IIC.34  Circulation Statistics on PC’s & Study Rooms_Summer 2008-Spring 2010
IIC.35  ESL Survey December 2009 and ESL Brochure
IIC.36  Tutoring Center Student Use Survey Summer_2008-Fall 2009
IIC.37  Tutoring Center Math Study
IIC.38  Proposal for ESL Resources Library Web Page
IIC.39  Success Collection Proposal
IIC.40  Library Orientation Statistics
IIC.41  Library Information and Researching Handouts
IIC.42  Online Orientation Request Form
IIC.43  Reading & Writing Workshop for Writing Research Papers
IIC.44  Library Continuous Program Review (CPR)
IIC.45  SJCC Library Survey and Results
IIC.46  Reference Satisfaction Survey and Results
IIC.47  Library Studies 15 Syllabus
IIC.49  Reading & Writing Center_Spring 2010 Survey Response
IIC.50  Reading & Writing Center Data Review and Recommendations
STANDARD III
RESOURCES

Standard III Members
A. Human Resources Co-chairs:
   Bunnie Rose, Campus Personnel Services Coordinator
   Isal Ulate, Applied Science Instructor

   Members:
   Maricela Disch, Human Resources
   Sam Ho, Human Resources
   Bev Lynch, Business Services

B. Physical Resources Co-chairs:
   Kishan Vujjeni, Dean of Careers and Business Services
   Steve Mansfield, Applied Science Instructor

   Members:
   Joe Andrade, Custodial Supervisor
   Thang Do, Community Member
   Heidi Hoffman, Business Services
   Michael La Rocca, Community Member
   Gail Mathis, Maintenance Supervisor
   Rudy Nasol, Facilities
   Hugo Torres, Cosmetology
   Anthony Vukelich, Applied Science

C. Technology Resources Co-chairs:
   Eugenio Canoy, Campus Tech Director
   Leslie Takei, English as Second Language Instructor

   Members:
   Bruce Geer, Campus Tech
   Robert Hager, Campus Tech
   Heidi Kozlowski, English Instructor
   Joe Lugo, Computer Application Instructional Assistant
   Joanne Nakaso, Disabled Students Program
   Cres Nolasco, Campus Tech
   Carlo Santo, Admissions & Records Director
   Robert Wing, Librarian

D. Financial Resources Chair:
   Grace Zhang

   Members:
   Linda Jimenez, Business Services
   Takeo Kubo, Financial Aid Director
   Roi Ann Thompson, Math/Science Department
Standard III: Resources

III. The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A Human Resources: The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description
San José City College follows the established District-wide recruitment, hiring policy and procedures (2, pp. 4, 16, 19-20) consistent with the California Code of Regulations, Title 5, Section 53000 (1). Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated on the District’s website (www.sjeccd.org) and in posted job announcements (3; 4; 6). Job descriptions are directly related to institutional mission and goals (5), and accurately reflect position duties, responsibilities, and authority.

SJCC hires three types of personnel: faculty, classified staff, and management. Following best practice, staffing decisions for all three groups are based on program needs and in the context of strategic planning and budget availability (7). Position needs are often determined through the Program Review process (7). Needs are also realized through program and enrollment growth or existing employee attrition. Administrators also work with faculty and staff to analyze program needs, strategic planning, available resources, and current personnel to identify position needs (8; 9; 10).
The Human Resources (HR) office works with managers to refine job descriptions to align them with program needs. State minimum qualifications (11) and the District equivalency policy (2, pp. 14-15) are used to ensure the qualifications of certificated applicants, including graduation from an accredited institution. Faculty openings are presented to the Academic Senate for discussion, and to the College President for approval. The President decides which positions will be filled (2, p. 31). Administrators identify personnel needs for classified staff (9; 10). The job description is reviewed for compliance with union agreements (11; 16). Minimum qualifications are reviewed with the California State Employees Association (CSEA) Union (15), the labor affiliate for classified staff. HR reviews job descriptions internally (2, pp. 30-32). The President and Chancellor review potential managerial positions, conducting analysis to inform recommendations that may be brought to the Board. Education Codes 87350 (12), 53400, 53500, and 56260 establish minimum qualifications for certificated managers (13).

The President of the College works with the Vice President of Administrative Services to review all position requests (faculty, classified, and managers), and to evaluate possible budgetary constraints. All job vacancies are reviewed by HR and then documented in a position log. For new positions that do not fill vacancies, the position description goes to the Board of Trustees for final approval (2, p. 14). The District HR Office has regulatory oversight of job openings (2, pp. 4-9), and the District Administrative Services Office oversees the financial implications of job openings. Faculty play an important role in the hiring process by supporting the rationale for the positions at the Division level. They also serve on screening committees when appointed by the Academic Senate (2, pp. 16, 34). A faculty member may serve as Chair of the screening committee and automatically serves on the equivalency committee for that position, following Education Code 87350 (12).

For approved job postings, the HR Office screens applications for minimum qualifications and verifies that required degrees are from accredited (2, p. 14; 11). The campus Office of Academic Support reviews, verifies, and maintains hiring documents for adjunct faculty (2, pp. 6-7). Minimum qualifications for academic positions are based on the Minimum Qualifications for Faculty and Administrators in California Community Colleges standards (www.cccco.edu). The minimum qualifications for classified positions are based on criteria listed in Board-approved job descriptions (2, p. 15).

Following a job posting, hiring administrators establish screening committees that include representatives appointed by constituency groups, including classified staff, faculty, management, and students (2, pp. 34-35). Prior to participation in the screening process, committee members trained by HR staff on hiring policies and procedures, in accordance with Title 5, Section 5300 (13). The number of representatives from various constituency groups varies according to the type of position. The screening committees follow an established and detailed process that is attentive to equity issues. HR provides technical support and verifies that the committee is following the specified hiring process. During the screening process, the committee reviews applicants’ qualifications in light of the job description. Applicants must submit copies of official or unofficial transcripts for stated degrees, copies of applicable certifications, and other documents as requested (2). The committee recommends the candidates to the President of the College, who may interview them before making a hiring recommendation to the Board of Trustees (2, p. 14; 36). Board policy dictates hiring individuals that will contribute to the Mission of the College (5).
policy pays special attention to the ability to function in and contribute to a diverse environment. Board policy on recruitment and hiring seeks to identify candidates that will contribute to providing a quality education for students. The HR PowerPoint training reinforces this goal (2, pp. 1-3).

In addition to interview questions, faculty candidates are often 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. An evaluation form is used to judge effective teaching, scholarly activities, and the potential to contribute to the Mission of the institution. The screening process includes verification of references by members of the screening committee (2, pp. 30-31). Hiring of adjunct faculty takes place at the Division level following the established State minimum qualifications and District equivalency policy (2, pp. 15a-15d; 11). For classified and, candidates are often asked to complete a written exercise or to give an oral presentation to demonstrate their knowledge, skills, and abilities with regard to the position.

The District and Academic Senate follow an equivalency policy for certificated applicants. For faculty positions, a review committee comprised of a Dean and academic committee members evaluates the applicant’s equivalency application and considers approval. For academic management positions, the College President or District Chancellor review District equivalency applications for approval (2; 3; 4; 27). Equivalency applications are required for all academic position applicants whose degrees are from non-U.S. institutions, are from institutions not accredited by a recognized U.S. accrediting agency, are not in the same required disciplines, or are in progress (2, p. 15).

The district HR office advertises job vacancies. Postings are disseminated by email and regular mail to local organizations and institutions. Listings are posted on many websites, including: SJECCD, jobs.sjeccd.org, CCC Registry, HERC, higheredjobs.com, hotjobs.com, Craigslist, CASBO, ACCCA, NABSE, and RecruitAbility. Print ads are published in Chronicle of Higher Education, Hispanic Outlook, the L.A. Times, Women in Higher Education, the San José Mercury News, Asian Week, and Diverse Issues in Higher Education. In addition, the hiring manager identifies position-specific advertising, such as targeting select professional organizations. Jobs are posted according for established periods of at least 21 days for classified positions, 30 days for classified supervisor positions, and 45 days for academic and management positions. Applications are submitted online (17; 18; 19; 20; 21; 22; 23; 24; 25; 26; 27; 28; 29).

Safeguards are put into place to ensure the adherence to hiring procedures. Safeguards include written documentation of the process, reviews by HR, and screening committee training (2, pp. 9-12).

**Self Evaluation**

HR follows a hiring process that includes program review, budget review, and the use of screening committees. HR decisions are determined in a manner consistent with the College mission to provide quality education in an environment that supports and maintains an appreciation of diversity.

San José City College meets the requirements of Standard III.A.1.a.

**Planning Agenda**

None
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.

Description
San José City College follows clearly written personnel evaluation procedures that are posted online and included in collective bargaining agreements (15; 16). The current outlines the responsibilities of the employee. For classified positions, those responsibilities are developed by management. The HR Office consults with the classified Union to discuss changes to the job descriptions (15). For certificated/faculty positions, responsibilities are determined by State regulations (11).

Each employee group has a different process for performance evaluation (15; 16, pp. 105, 112, 128, 139; 30, p. 100). For classified staff, the Classified Evaluation Form is used. If the supervisor determines that there is no area requiring improvement, goals may be set to use as a measurement for the following year. If areas of improvement needed, an improvement plan may be required (15, p. 51). Management personnel are evaluated through a process outlined in the Management Evaluation Form, which requires that managers submit goals each year as benchmarks to measure success (30, p. 103).

Evaluation of non-tenured faculty as they advance toward tenure is designed to be a fair and objective process involving students, faculty and administrators. The primary goals of the evaluation process are to: 1. communicate with the non-tenured faculty member about his or her performance; 2. document and measure performance; and 3. set professional goals (16, pp 112-125). The four-year tenure review process begins with the establishment of a faculty mentor and a tenure review committee (TRC). The committee is typically composed of the Supervising Dean and two faculty members (one chosen by the untenured faculty member). Mentors are not typically voting members of the TRC, and they are intended to play a supportive and consultative role for the new faculty member. The faculty member schedules regular meetings with his or her TRC each year.

During the first meeting, participants review the process and schedule observations. The second meeting provides a chance for feedback on performance and professional objectives. At the third meeting, the faculty member has the opportunity of self-evaluation. At this point, the TRC may recommend renewing the contract, developing an improvement plan, or suggest termination. If an improvement plan is required, additional meetings are scheduled to discuss progress. The process for evaluating tenure-track faculty is explained in Article 20 of the Collective Bargaining Agreement between the District and the Faculty Association/AFT 6157 (16, pp. 112-126; Appendix G) (Evaluation forms are in the appendix).

The evaluation of tenured faculty members is a confidential process conducted by an evaluation committee that includes the immediate administrator or designee and one tenured faculty member with competency in the field. Faculty members are informed of all procedures in advance, and all
procedures are outlined in the faculty Collective Bargaining Agreement, Article 20. The process includes a pre-evaluation conference, an optional progress review conference, and a post-evaluation conference, all of which are documented in writing and provided to the faculty member under evaluation. Faculty members are evaluated based on professional, collegial, and organizational criteria. Student evaluation forms may also be used. Each committee member makes one classroom observation visit during the evaluation period. The faculty member is asked to design a growth and development plan that includes accomplishments, future plans, and potential publications and grants. A summary report is given to the faculty member who may respond to it in writing. The evaluation committee and the faculty member identify areas in need of progress, and develop a work improvement plan. If it is determined that the faculty member is not meeting the requirements of the position, the President notifies the HR director and the Faculty Association grievance officer, who may designate an observer (16, pp. 139-147).

An evaluation committee comprised of the administrator and a peer faculty member evaluates adjunct faculty members. Professional, collegial, and organizational criteria are used. The evaluation also uses student evaluations and a classroom performance observation. Faculty observations form the primary focus for evaluating adjunct faculty. The schedule for evaluating adjunct faculty depends on workload and whether the adjunct faculty member has seniority rehire preference (SRP). Adjunct faculty members are granted SRP status after three consecutive semesters with minimum loads of 33.33% and positive evaluations. Once SRP is granted, evaluations are conducted every sixth semester. A post evaluation conference is held (16, pp. 105-113).

Evaluation criteria serve as the foundation for the assessment of employee performance. The criteria are established within the context of the Mission of the College and can be used as a tool for measuring quantitative results in goal-setting scenarios. The forms used are specific to each discipline, focusing on student learning objectives and addressing diversity (16; Appendix E). Goals for improvement are set during the evaluation process in light of the evaluation criteria. These goals serve as a benchmark for performance when the employee is evaluated in the next cycle. This process is intended to ensure that evaluations lead to improvements in job performance (16, pp. 181-209).

**Self Evaluation**

The personnel evaluation process is designed to ensure that employee assessments contribute to institutional improvement and effectiveness. All personnel are required to set goals for improvement and development during their evaluation process. The Human Resources Standard Committee noted regular HR with supervising administrators regarding evaluation schedules for employees. However, some evaluations are still not completed in a consistent or timely manner.

**Planning Agenda**

1. Maintain, as recommended by the HR Standard Committee, up-to-date records of evaluation schedules to encourage timeliness in the evaluation of employees. The managers are responsible for providing the district HR Office annual updates of employee evaluations.
III.A.1.c  Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Description
Faculty identify and evaluate student learning outcomes. SLOs included in the course outline cannot be changed without updating the course outline and sending it through the review process established by the IPCC. Faculty work with tutors and learning resource personnel to align services with SLOs (31). Faculty members engage discuss teaching and learning issues through Division and Department meetings, and through activities of the Teaching and Learning Center (TLC). TLC activities and resources include: workshops at PDD (Professional Development Day); conferences; and a Resource Handbook. Since 2009, the TLC has not been as active due to budget constraints and restructuring (44).

Self Evaluation
Faculty engage in Divisional and Departmental discussion regarding SLOs and strategies to achieve these goals. SJCC is in the process of reviewing all courses and programs for current SLOs and assessment measurements (31).

Planning Agenda
None

III.A.1.d  The institution upholds a written code of professional ethics for all of its personnel.

Description
Code of Ethics: A written code of professional ethics (32) informs all personnel policies and contracts (Attachments of CSEA, FA, MSC, and Board Policies) (15; 16; 30; 40). Punitive measures address infractions of these principles. Employees who work with confidential records sign a confidentiality statement. Diversity policy charges directors with the role of aligning practices with policy.

Self Evaluation
The College fosters ethical behavior among its employees by promoting an environment of accountability; policy infractions are punishable. The HR Office investigates and resolves discrimination complaints on campus.

Planning Agenda
None

III.A.2  The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.
Description
As of fall 2009, the College employs 124 full-time faculty, 315 part-time faculty, 118 full time classified staff (including 1 confidential), and 19 management employees (including 4 supervisors). The distribution of faculty is sometimes uneven because some disciplines have few, or no, full-time faculty (33). Administrators consult with one another and with Division faculty to determine a sufficient number of personnel are available to meet the needs of the College. No standard or formula is used to determine staffing levels. When vacancies occur, the President evaluates staffing requests to determine if the vacancy should be filled or if the resources can be allocated elsewhere (10). All full-time employees hired by SJCC meet the minimum qualifications as specified in the job announcements (6; 39).

The District currently published a chart outlining the organizational structure of the College, including all administrative and support staff (45). The Function Map (see Introductory pages) provides an overview of the administrative functions across the College, including non-instructional, instructional, and support areas.

Self Evaluation
The District is facing continued significant budget cuts that affect the resources available for staffing needs. Based on numbers presented by the HR Standard Committee, staffing levels at SJCC are sufficient to meet the support needs of campus programs and services. The average ratio of students to faculty and staff for California community colleges is 25:1. SJCC’s average is 26:1 (the number of full-time and part-time students is approximately 13,526; the number of full-time and part-time faculty and staff is approximately 516). According to the HR Standard Committee, SJCC’s ratio demonstrates sufficient staff and faculty to meet the needs of its students (33).

AB 1725 (47) established a 75:25 ratio of full-time to part-time faculty. SJCC is not in compliance with this regulation. However, the State Chancellor’s Office Board of Governors waived the regulation due to the current budget crisis (48). Part-time instructors bring a number of benefits to the College, including the ability to incorporate professional experience into classroom activities. In addition, part-time instructors allow administrative flexibility for meeting human resource needs.

According to the HR Standard Committee, campus-wide and departmental needs assessment instruments are not widely used. The College relies more on the judgment calls of each manager to ensure adequate quantity and quality of staffing (7; 10; 54).

Planning Agenda
1. Continue to initiate program review and assessments of staffing needs by the Program Review Committee (PRC). The HR committee recommends that an assessment instrument be developed for all departments of the campus in order to systematically assess staffing needs on an annual basis (7).
III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Description
All District policies are developed through a collaborative decision-making process involving governing groups that represent faculty, classified staff, students, and management. These include: the Academic Senate, College Planning Council, Associated Students, Faculty Association, and CSEA.

Title 5 largely governs personnel policy. Personnel policies and procedures are developed and revised depending on the constituent group. Normally, contracts are on three-year cycles, but when mutually agreed, specific items in the contract can be negotiated outside that cycle. The majority of policies governing employees are determined by contract negotiations. The Education Code includes specific timelines (12); for example, the EEO plan must be revised every three years (15; 16; 34).

Policies are disseminated to new employees through HR (52) orientation or campus representatives. Most policies and procedures are posted on the district website, http://dohr.sjeccd.org. The website also includes the FA (16) and CSEA (15) contracts, both public documents available to the general public. The HR Office annually provides the District with copies of the Sexual Harassment Policy (BP 1560) and the Non-Discrimination Policy (2, p. 20). These policies are also highlighted in the Schedule of Classes (55, p. 1) and the Catalog (56, pp. 204-205). Policies and procedure relating to non-discrimination in the workplace can be found in the District Policy Manual, sections BP 3410 and BP 1920, and on the District’s webpage (35).

The HR Office is the point of contact for anyone needing assistance related to personnel matters. Employees can also contact union representatives for conflict resolution. Grievance procedures are in place for faculty (16, pp. 3-4) and staff (15, p. 53) through collective bargaining agreements. For complaints relating to discrimination, individuals contact the HR Office. The Office will document the complaint, conduct an investigation, compile a report, and sometimes make recommendations for resolution. The Office seeks a mutually agreed upon resolution whenever possible (33). All decisions made by a determination entity can be appealed to upper management levels through the College’s Non-Discrimination Policy (2, p. 20). Appeals can be made to Chancellor, the Board of Trustees, and the State Chancellor’s Office (36). A decision made by the State Chancellor’s Office is final.

Self Evaluation
The findings of the HR Standard Committee indicate strong fair employment practices and policies at the College (3; 4). Policy documents are readily available to employees, including the Board Policy Manual, the Employee Policy Manual, and the collective bargaining agreements (15; 16). All appropriate information is accessible. The grievance/complaint procedure is defined, in place, and adequate. SJCC works very closely with the HR staff to ensure that policies are interpreted and applied fairly and accurately.

Planning Agenda
None
III.A.3.b. 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.

Description
The District HR Office maintains personnel records. The Office must request permission at Board meetings before destroying old records. Policy requires keeping personnel records in a locked location and to secure offices in those areas. Adjunct faculty personnel records are kept in the Office of Academic Support in a locked file room. The Campus maintains personnel records dating back over 50 years. Every 2 or 3 years, staff sort through active personnel files, organizing the information for easy access. To comply with FA and CSEA contracts, all employees are able to access their personnel files by contacting HR and making an appointment. Adjunct faculty members may view their file by contacting the Office of Academic Support during regular office hours (15; p. 52; 16, p. 19).

Self Evaluation
A strong confidential records system is in place for the personnel files. All employees can access to their files upon request (15; p. 52; 16, p. 19).

Planning Agenda
None

III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

III.A.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Description
The Board of Trustees adopted the following diversity vision statement: “The SJECCD will recruit, employ, value and support a dedicated, highly qualified and diverse faculty, staff and administrative group and provide a respectful, professional and collegial environment, and recognize them for their contributions on a consistent and regular basis. It is our goal to maintain a qualified District-wide staff that mirrors the demographics of the District.”

The Campus established a Diversity Advisory Committee (DAC) composed of appointees from all constituency groups. Since 2001, the Board has supported the monthly diversity themes for celebration across the District. Events sponsored by the Diversity Committee promote wider understanding of the values, traditions, and histories of different populations represented on campus. These events include: Latino Heritage Month (September and October); Disability Awareness Month (October); Native American Heritage Month (November); Black History Month (February);
Women’s History Celebration (March); Middle Eastern Heritage Month (April); European Heritage Month (April); Asian Pacific American Heritage Month (May); Cinco de Mayo (May 5); and Gay and Lesbian Pride Month (June and October). The Board formally recognizes groups and community members who participated in planning and coordinating these events (38).

Some faculty members integrate diversity programs into class schedules and curricula. The student newspaper and the DiverseCity newspaper regularly publish reports on diversity events, including feature stories, interviews with presenters, photo essays, and event calendars (50). Managers are evaluated regarding their sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability, and ethnic backgrounds of students and staff (30). Diversity-related workshops are incorporated into district-wide PDD. Past workshop topics include gender, ethnicity, and disabilities (51).

**Self Evaluation**
The College demonstrates a commitment to the issues of equity and diversity (34). This dedication is evident in the Vision Statement (5), Board priorities (40), the non-discrimination policy (37), the recruitment and hiring policy (4), the diversity policy, the activities of the Diversity Committee, the monitoring of student and workforce demographics (33), and the support of multicultural educational programs and events (38). The HR Standard Committee noted that the Board and Chancellor publicly recognize employees that have contributed to diversity related issues on Campus. The College community perceives that SJCC maintains and appreciates a diverse campus environment. The College states in its Mission the goal to maintain a diverse community that mirrors the demographics of the District community.

**Planning Agenda**
None

**III.A.5** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. The institution plans professional development activities to meet the needs of its personnel. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

**III.A.5.a.** The institution plans professional development activities to meet the needs of its personnel.

**III.A.5.b.** With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

**Description**
The SJCC Staff Development Committee identifies professional development needs for all personnel. At this time, the Faculty Association (AFT 6157) and classified union (CSEA 363) offer training sessions regarding contracts during PDD (51). During the initial orientation for new employees, the HR office provides an overview of programs and services available to employees,
including health care programs and retirement programs (52). Throughout the year, professional development opportunities are offered on campus through a variety of means. These activities are designed to provide a supportive infrastructure for all employees (15, p. 63; 16, pp. 43-49; 51).

Campus and district-wide PDDs are organized at least three times per year in order to build interpersonal relationship skills, promote professional knowledge, and enhance skills. The Staff Development Committee coordinates these days at the start of the fall and spring semesters and again in March (51). Staff development activities include training conferences, knowledge building seminars, and technology skills workshops (51). The Employee Paid Enrollment Program encourages staff members to enroll in courses to further professional growth. The Program grants a fee waiver (53) and is stipulated by employee contracts (15, p. 66; 16, p. 12). Many other professional development classes are available. Professional development opportunities also include efforts to maintain and promote a diverse learning environment on campus. Each academic year a multitude of activities are organized so that personnel may benefit from greater exposure to the diversity of SJCC. The campus DAC, as well as various planning groups, supports these cultural activities (38).

Employees are recognized by a professional environment supportive of achievement. The College offers professional growth awards for CSEA (15, p. 63), professional recognition for faculty members (16, p. 43), longevity awards (15, p. 63), sabbaticals for faculty (16, pp. 80-85), and vocational leave for the purpose of continuing education (15, p. 78; 30).

**Self Evaluation**

Many opportunities for professional development are made available to College employees. The HR Standard Committee noted, “PDD and the Teaching and Learning Center (TLC) both provide excellent resources for faculty training (51). Another strength is the paid enrollment program, which provides employees the opportunity to enroll in courses on campus with a fee waiver” (53). With the recent budget crisis, however, limited resources are available for employee professional development, especially with regard to classified staff. Outside funding is needed.

Evaluations are provided at most workshops and the feedback guides future improvements.

**Planning Agenda**

None

**III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

**Description**

Assessment of Human Resources occurs primarily within each instructional division or operating unit (8; 9). Unit managers make assessments using program review (7) and budget considerations. Deans review which course enrollment data to evaluate effective and non-effective offerings; additions or deletions of sections can result from these analyses, affecting faculty needs. The Academic Senate receives a list of faculty vacancies and provides the President with recommendations for positions;
the President then collaborates with the appropriate Dean to make a final determination on staffing (7). For classified positions, each divisional unit has a budget for a set number of FTEs. The manager assesses the need to fill vacancies as they occur. The President may approve or decline a request to fill a vacancy, depending on budget restraints. For new positions, the assessment process is similar to the replacement process. The manager, however, must first determine if the unit has the financial resources available to hire for a new position. This process also requires the approval of the President (7; 10).

The Board influences policy on human resources. Classified layoff procedures, for example, were activated following a Board resolution to eliminate or reduce positions. This layoff process is public (15, p. 69). The Finance Committee makes human resource assessments, forwarding recommendations to the CPC, which in turn advises the President. The program review process also serves to identify human resource needs (7). Human resource decisions occur by integrating the many sources of input regarding College needs.

**Self Evaluation**

The HR Standard Committee has concerns that staffing will remain inadequate due to current budgetary reductions. The district is currently reviewing the organizational structure of each college to determine the appropriate organizational structure based on the student and overall population of the district service level (45).

**Planning Agenda**

None
Standard IIIA List of Evidence

III.A.01 California Code of Regulations_Title 5_53000
III.A.02 Screening Committee Orientation
III.A.03 Hiring Procedures for Interim Management
III.A.04 Hiring Process for Full-Time Temporary Faculty
III.A.05 Mission Statement
III.A.06 Job Announcement Samples (Classified, Faculty, Management)
III.A.07 Program Review
III.A.08 IPC Minutes_2.24.09
III.A.09 IPC Minutes_3.10.09
III.A.10 Faculty Staffing Request 3.5.09 Burke
III.A.11 Minimum Qualifications for Faculty and Administrators
III.A.12 Education Code_87350-51
III.A.13 Title 5_Sections 53430 53500, 56260
III.A.14 SJECCD Job Bank
III.A.15 California Schools Employee Association Chapter 363
III.A.16 Faculty Association_SJECCD Contract_2006-2009
III.A.17 California Community Colleges Registry
III.A.18 Higher Education Recruitment Consortium (HERC)
III.A.19 Craigslist
III.A.20 California Association of School Business Officials (CASBO)
III.A.21 Association of California Community College Administrators (ACCCA)
III.A.22 National Association of State Boards of Education (NABSE)
III.A.23 Chronicle of Higher Education
III.A.24 Hispanic Outlook
III.A.25 L.A. Times
III.A.26 Women in Higher Education
III.A.27 San Jose Mercury News
| IIIA.28 | Asian Week |
| IIIA.29 | Diverse Issues in Higher Education |
| IIIA.30 | Board Policies_MSC Evaluation Steps (old format) |
| IIIA.31 | Student Learning Outcomes |
| IIIA.32 | Human Resources Code of Ethics |
| IIIA.33 | Workforce Demographics |
| IIIA.34 | EEO and Diversity Plan Draft_9.15.09 |
| IIIA.35 | Governing Board Policies_3410 |
| IIIA.36 | Discrimination-Harassment Complaint Administrative Procedures |
| IIIA.37 | Nondiscrimination Policy |
| IIIA.38 | Diversity Monthly Themes_Spring and Fall 09 |
| IIIA.39 | Governing Board Minutes_08.11.09 |
| IIIA.40 | Board Priorities and Chancellor Goals_2007-08 |
| IIIA.41 | Reassignment Time Application_Sample |
| IIIA.42 | Code of Ethics |
| IIIA.43 | Confidentiality Agreement |
| IIIA.44 | Teaching and Learning Center_Sample Resources |
| IIIA.45 | District Organizational Chart_7.15.10 |
| IIIA.46 | May 2009 & January 2010 Accreditation Survey Results |
| IIIA.47 | AB 1725 |
| IIIA.48 | District Waiver for Full-Time Faculty Hires |
| IIIA.49 | Discrimination/Sexual Harassment Complaint Procedures |
| IIIA.50 | City College Times |
| IIIA.51 | Professional Development Day Program (PDD) |
| IIIA.52 | New Employee Orientation |
| IIIA.53 | Fee Waiver |
| IIIA.54 | Standard IIIA Meeting Minutes |
| IIIA.55 | Schedule of Classes_Spring 2010 |
| IIIA.56 | College Catalog_San Jose City College_2009-2010 |
### III.B Physical Resources: Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

#### Description

The original SJCC campus was constructed in 1949 as the San José Technical High School. Today’s campus, with a total of 20 buildings on 58 acres, is a mixture of old and outdated buildings, new structures under construction, or recently completed structures. As one of the oldest community college campuses in California, SJCC is undergoing a major facilities upgrade. To date, eight of the original buildings have been demolished to make way for new buildings, in accordance with the campus Facilities Master Plan developed in 1999.

Three large steel buildings, the 100, 200, and 300 wings, have been the dominant feature of the campus since 1949. These house the classrooms and labs for the Applied Science Division, a ceramics lab, dance studio, fitness center, and faculty offices. The auxiliary gymnasium also dates back to 1949. The west science building, main gymnasium, library, counseling/career transfer center, theater, and fine arts complex buildings were erected in the 1950s. Of this group, the old library, counseling/career transfer center, vocational arts building, and the science buildings have been demolished.

The 1960s saw the construction of the College Union and Admissions and Records facility, the movement of temporary buildings that comprise the XYZ complex, the 500 complex, and the W building. The W, X, Y, Z and 500 building have been demolished. The College Union was extensively renovated to accommodate the Cosmetology and Esthetics programs. A childcare facility, central utilities plant, and racquetball courts were constructed in 1972. These facilities are not in active and will be demolished in the near future.

Also in the final stages of approval is a newly proposed Multi-Disciplinary/Fine Arts Complex.

The General Education building, the first major instructional building constructed in 25 years, opened in 1983. This three-building complex houses classrooms, faculty offices, and the offices for the Dean of Humanities and Social Sciences and the Dean of Language Arts. The building was modified to include the Office of the College President.

The Facilities Planning Committee developed a College Facilities Master Plan after the College received new construction funding. On February 2010, SJCC launched a 2025 Educational Master Planning (EMP) and Facilities Master Planning process. Planning will be completed by June 30, 2010. The EMP will serve as the basis for seeking a third taxpayer support bond measure, Proposition 39, in November 2010 if a survey of community taxpayers indicates support.

The standing Facilities Committee, comprised of three classified, three administrative, three faculty members, and one student meets on a monthly basis. The planning process also involves Division Deans, the College President, College administrators, and the Executive Director of facilities. The Educational and Facilities Master Plan adopted by the District in 1999 governs this process (3). The plan will be modified and updated periodically to reflect the changing needs of the College.
Early ideas for the recent Master Plan include town hall meetings with architects with the hope the community involvement would help shape building and renovation design. Others suggested closing off the south end of the campus to vehicular traffic, minimizing the traffic and parking problems for the area adjacent to the Campus.

The Facilities Planning Committee is charged with the following responsibilities (1):
- Review and recommend priorities for campus maintenance projects on a regular basis.
- Take appropriate action on requests for major modifications of existing campus facilities.
- Make recommendations for the selection of architectural design firms when major construction/remodeling projects are to be undertaken.
- Make recommendations on specific design and features proposed by said architectural firms.
- Make recommendations on the temporary relocation of campus programs dictated by remodeling and/or construction projects.
- Make recommendations concerning utilization of space by campus programs.
- Review and make recommendations concerning the campus Educational and Facilities Master Plan.
- Review and make recommendations concerning campus safety and the campus safety plan.

The District Facilities Project Manager and/or the Executive Director of Facilities regularly attends Facilities Committee meetings. Open meeting invitations, meeting minutes, and meeting agendas are distributed electronically to the entire Campus (2). The planning process documents input from all segments of the college, and during the planning for each project, all constituencies are encouraged to become involved in the planning. This involvement is sought from the conceptual design phase through to the selection of paint and carpet. At two recent Professional Development Days (PDD), the Chair of the Facilities Committee made presentations followed by a question-and-answer period (12). The Facilities Committee continues to meet and oversees progress on existing and planned construction projects (5).

Measure I passed in 1998 to support Campus facilities upgrades. The voters responded positively to Measure I’s prompt: “MEASURE I: Shall San José-Evergreen Community College District repair and rehabilitate its San José City College and Evergreen Valley College facilities to meet current health, safety, accessibility and instruction standards; replace aging roofs, inadequate lighting, deteriorated plumbing, heating, ventilation and electrical systems; refurbish classrooms, laboratories, restrooms, vocational training facilities, and construct technology centers, libraries and classrooms by issuing $135,750,000 of bonds at interest rates within the legal limit with no proceeds used for administrator salaries?” In addition to funding derived from Measure I, the College obtained from the State 100 percent of the funding to build a new Library and Learning Resources Center (LRC) and 66.7 percent of the funding required for a new science complex.

Projects completed with Measure I funds and State funds: The Educational and Facilities Master Plan of 1999 (3) implemented construction plans using the Measure I funds, resulting in the following projects (18):
• Refurbishment of the football field and track with state-of-the-art surfaces. The combined FieldTurf® football field and Mondo® track, collectively costing $3M, result in the only facility in the world where the two surfaces are used jointly. This project was completed in September 2001.

• Construction of a 622 space parking structure combined with a new Central Utilities Plant. The primary source of the $14.5M cost of this project came from student parking fees, although $1 million of Measure I money was included. This project was completed in July 2002.

• Construction of a new Library/LRC, funded by the state of California. The resulting building is a state-of-the-art 58,000 square-foot three-story structure costing $12.5 million. In addition to the library, the LRC includes an open computer lab, a high-tech lab for disabled student program, the ESL lab, the reading lab, the reading and writing lab, math lab, tutorial center, testing center, an electronic classroom, faculty offices, faculty/staff break room, and a conference room. This project was completed in May 2003.

• Construction of a five-story 80,000 sq. foot Technology Center. The Center cost $22.5 million and was built on leased land at the corner of Moorpark and Bascom Avenues. The Technology Center houses almost all the courses offered in the Business and Services Career Division. It contains computer labs and lecture classrooms; the Dental Assisting Program with its classrooms, x-ray lab, examination room, and support spaces; the EMT Mac lab; multimedia lab; and design, layout and production spaces for the College newspaper. The building also houses Communication Studies and a 200- seat lecture hall. The first floor offers a small food service and the offices of the District Workforce Institute. This project was completed in August 2003.

• Construction of a $14.5 million Student Center to consolidate student services. This two-story building currently houses Counseling, Admissions and Records, Financial Aid, Assessment Services, WIN program, Disabled Student Program, Puente, Career and Transfer Center, Student Health, Campus Police, Academic Senate, offices for Student Council members, the College radio station, the cyber café, bookstore, and the College Union. This project was completed in July 2004.

• Construction of the $34.2 million Science Complex. This building houses classrooms and labs used for instruction in biology, physics and chemistry, as well as offices for the faculty and Dean of the Division. This project was completed in August 2007.

• Provision of landscaping. Landscaping for these projects is part of the adopted Educational and Facilities Master Plan. Care is being taken to preserve as many of the existing trees on campus as possible. The new construction will result in significantly more trees than currently exist on campus.

Measure G passed in 2004 to fund the remaining projects outlined in the 1999 Facilities Master Plan (4:5). The voters responded positively to Measure G’s prompt: “MEASURE G: Shall San José-Evergreen Community College District issue $185 million in bonds at legal rates, with citizen oversight, guaranteed annual audits, and no money for administrators’ salaries and without increasing existing tax rates?” The Measure outlined the proposed use of the funds in detail, underscoring the intent to “prepare students for jobs and transfers to four-year universities by:”

• Building art, science and math classrooms and labs.
• Expanding healthcare job training facilities.
- Upgrading, acquiring, constructing and equipping facilities, sites and classrooms.
- Expanding classroom and facility capacity, upgrading classrooms/labs for emerging medical service programs.
- Improving emergency access and access to parking.
- Repairing, upgrading, equipping, and/or replacing obsolete classrooms, computer labs, instructional facilities, sites and utilities.
- Meeting demands of changing workforce.
- Expanding access to English, reading, math, and language classes.
- Repairing, replacing, and upgrading electrical, mechanical, and utility systems to reduce energy consumption, utility bills, and accommodate computer technology, Internet access and, communication systems.
- Upgrading technology.

Projects completed with Measure G funds and State funds: The passage of measure G resulted in the completion of the following projects:

- Renovation of Cosmetology and Reprographics. This $13 million project converted the former College Student Union and Admissions and Records facilities to house the College’s Cosmetology and Esthetician programs and Reprographics, nearly doubling the space of the original programs. The former Admission and Records Office was converted into the renovated space for the Reprographics operations. This project was completed in 2008.
- Construction of The Applied Sciences (Career Technology) Center, including space for the college’s Construction Technology programs, was competed at a cost of $12 million with $4 million of state funds. The project was also completed in 2008.

Measure G Projects in the Planning and Design Phase (20): The passage of Measure G resulted in the following projects that are not yet complete.

- Construction of Multi-Disciplinary/Fine Arts Complex. This $30 million complex is a 35,000-square-foot facility to house lecture space for the Math Division and a major part of the college’s Visual and Performing Arts Program, including Fine Art, Sculpture, Ceramics, and Music. Designed to conform to LEED silver certification, the project will use a design-build project delivery method. The project is scheduled for completion in 2013.
- Construction of a Physical Education Facility. This $20 million facility to replace the existing gymnasiums and support facilities is in the evaluation phase. The completion date for this project is yet to be determined.

Self Evaluation
The original College facilities Master Plan included the demolition of the three steel structured buildings known as the 100/200/300 wings to make way for the new baseball and softball fields. The College revisited this plan to assess the feasibility to retaining the 3 wings. The cost to renovate and upgrade the three wings exceeded the cost to build replacement instructional space. As a result, a decision was made to relocate the baseball and softball fields. Due to these changing needs, the baseball field project was eliminated; only a new softball field was constructed. The College is developing plans for a multi-use athletic field in lieu of a baseball field. These improvements are being developed with feedback from the adjacent neighborhood associations.
The original Business Building was completed in 1958 and has been significantly renovated to provide state-of-the-art classrooms. It provides space for College administrative functions. The first floor has been renovated to house the College’s Business Services and academic leadership functions. The rest of the building was renovated to provide new classroom space with proper lighting, heating, and air-conditioning systems. This project was completed in fall 2005.

A need remains to secure funding to allow construction of a new Fine Arts facility, Applied Science building, field house/gymnasium, a second parking structure, and to provide space, to house our reprographics and maintenance facilities. This work would permit the completion of a baseball field, softball field, soccer field, and tennis courts, all part of the planned green belt area on the southern end of the Campus.

**Planning Agenda**

1. Continue updating the 2025 Long-term Educational and Facilities Master Plan (36). The planning process will include deliberations with all College constituents. The Facilities Master Plan may also be updated as a result of a possible general obligation bond planned for the November 2010 ballot.

2. Conduct an opinion poll regarding a possible general obligation bond in the greater San José and Milpitas area (37).

3. Explore possible plans should the general obligation bond pass. Plans for construction resulting from a new bond measure include:
   - Continuing projects that require additional funding and beginning new projects defined by the revision of the College’s Facility Master Plan.
   - A project to address the issue of a Collegewide sustainability master plan focused on reductions of energy use. Savings generated on a long-term basis can be redirected to general fund budgets for educational and operational costs.
   - A long-term Technology and Equipment Plan that will address the College’s ability to keep up with technological innovation without impacting general funds.

**III.B.1 The Institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

**Description**

The evaluation of safety and access needs for students and employees is made through the appropriate committees (Facilities, Planning, and Campus Safety), departments (Health Services, District Facilities Department, Operations and Maintenance, and District Police) and in compliance with applicable laws and regulations (primarily the Americans with Disabilities Act) (6; 7; pp. 10, 30-31; 11). A consultant employed by the District audits new construction to assure building and accessibility codes. Evidence of compliance is verified through a State approval process.

Annually, the College submits to the State data based on the capacity load ratio used to evaluate the adequacy of classrooms, lecture halls, labs, and other facilities. The State requires the Campus to update and submit an annual Space Inventory for all buildings. Both the 5-Year Capital Construction Plan and Space Inventory (21) are submitted electronically to the State Chancellor’s Office;
hard copies maintained at the College. Safety and facilities reports are kept on file in the Office of the Executive Director of Facilities.

The District Executive Director of Facilities, who also serves as the District’s Safety Officer, is responsible for overseeing overall safety compliance. The Campus Safety Committee (CSC), a subcommittee of the Facilities Planning Committee, oversees campus safety. The CSC reviews and makes recommendations to address all safety-related issues, problems, and complaints on Campus. Emphasis is placed on ensuring the safety of students, staff, and faculty. Safety issues are given the highest priority. Implementation and follow-up is the responsibility of the District Safety Officer.

The College offers distance education (DE) via the Internet using course management systems. On-campus computer labs are available to access these courses. The full-time Instructional Technologist provides support and resources for DE faculty, and campus technical support is available for on-site technical issues.

The Campus offers off-site locations for some of its instructional programs. Divisions select these sites, making an independent determination about safety and sufficiency. Current off-site locations or programs include Work-to-Future, Leland High School, Santa Teresa Golf Course, and Willow Glen High School. No formal process of evaluation exists for off-site locations; however, the Dean of Counseling and Matriculation is charged with responding to concerns that emerge.

**Self Evaluation**

Many of the older buildings on Campus did not fully comply with current ADA and Fire and Safety codes. As the College moved forward with its capital improvement program, founded with the 1999 Facilities Master Plan, new buildings have been built to comply with current codes. Plans for all new buildings are reviewed and approved by the State of California’s Division of the State Architect. The State applies all provisions of the California Building Standards, California Code of Regulations, Title 24.

The College has developed an Emergency Operations Team based on the Standardized Emergency Management System (22). An emergency incident activating of the Emergency Operations Center has been simulated. The Campus has designated a primary and alternate location for the EOC. An Emergency Evacuation Plan is in place that includes evacuation assembly areas. Signage was installed in parking lots and other areas designated for emergency evacuation. Evacuation maps have been posted in all classrooms, labs, offices, and important locations. The Campus Emergency Response Team (CERT) consists of key members of the College staff. The CERT team has been trained to serve as first responders in an emergency, each with specified roles. The training also covers the establishment of building safety marshals, building monitors, and the placement of emergency radios in strategic locations.

A Hazardous Materials Business Plan (10) is in place and conforms to the requirements of the local fire department. The Plan is a compilation of emergency telephone numbers, description of business activities, inventory of hazardous materials, facility map, emergency response plan, employee training information, and a detailed Hazardous Materials Communications Program.
The Maintenance Department conducts required inspections of all fire extinguishers and trains key staff and the Campus police in their use. Fire extinguishers are regularly inspected by an outside company and are replaced as required. Emergency lighting in buildings is inspected quarterly. In the last year, the College completed a comprehensive exterior lighting upgrade based on safety concerns identified in the recently completed District Security Master Plan (13). A sub-committee was formed to evaluate potential problem areas. The exterior lighting project was guided by an evaluation of lighting levels on Campus. The project reduced safety issues for staff and students on Campus at night. The Security Master Plan recommended an increase in the Police presence on Campus to enable a quicker response to emergencies. The Plan also recommended Police patrols by bicycle in order to convey a more user-friendly presence. A plan is in place to install two-way phones in all classrooms to allow for improved communication. This feature is implemented in all new classroom buildings.

Planning Agenda

1. Continue to refine the comprehensive Emergency Preparedness Plan. The plan already meets the requirements of both the State (Standardized Emergency Management System [SEMS]) and Federal (National Incident Management System [NIMS]) standards. This plan will be upgraded on an annual basis to make it current with emergency phone contacts and staff assigned to key responsibilities.

2. Continue training and simulation under the Emergency Preparedness Plans. These plans consist of three sections:
   a. Volume One: Immediate Action and Event Specific Checklists.
   b. Volume Two: Emergency Operations Center Guidebook and Section Checklists.
   This is an active plan dependent on ongoing training and simulations. The College will continually update this Plan, making changes to key staff assigned to roles in both the Crisis Action Team (CAT) and the Emergency Response Team (ERT).

3. Continue development of the Security Master Plan. Over the last year, the College developed the Security Master Plan in collaboration with the District. The Plan provides the College with a criteria-based system for the selection and implementation of physical and electronic security hardware for new buildings. It includes an evaluation of potential threats faced by college staff, students, and faculty. Possible threats to property are also considered. The plan evaluates the campus, buildings, lighting, and landscape to formulate vulnerability and risk analysis information.

4. Address concerns about the safety of older buildings. Some of the older buildings on campus may not fully comply with current safety codes practices regarding security. The Security Master Plan will also address this issue in detail, providing recommendations for remedial action.

III.B.1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.
Description
The District facilities, planning, operations, and maintenance departments manage the maintenance of Campus facilities and grounds. A Facility Project Manager supports building planning and other projects and acts as the liaison between design/construction teams and College committees. Division administrators report needs and concerns to maintenance, grounds, and custodial managers as necessary. The District has assigned grounds and custodial functions to the College, reducing costs and providing more responsive local control.

During the planning of all new construction projects, the College performs a comprehensive evaluation of the College educational plan. This evaluation process includes architects and consultants, and is followed by meetings with staff members from all areas affected by new construction. This protocol is now in place and has greatly helped with the smooth and timely completion of many large projects.

The Campus landscape is in the midst of major renovation as a result of new construction, and the campus Educational and Facilities Master Plans will be used to guide landscaping design as new construction projects are finished.

Self Evaluation
The College has made major strides in the implementation of the original Facilities Master Plan from 1999. New facilities provide staff and students with a physical environment more conducive to teaching and learning. The maintenance of all facilities is sometimes challenging, but the College has a positive image with the community at large. Budget reductions have impacted the quality of services dedicated to the maintenance of Campus facilities and grounds. Vacated positions in the Custodial and Grounds Departments are typically not filled or, in some cases, are eliminated. The addition of new buildings challenges services responsible for their maintenance. State funding for maintenance and operations is based on the capacity/load ratio that relates the College’s physical space (square-footage) to its enrollment. As the College’s capacity/load ratio exceeds the State’s minimum standards, supplemental State funding is compromised.

The Custodial and Grounds Departments are implementing measures that focus on increased efficiency and effectiveness. Examples include the streamlined allocation of staff, the use of team assignments, and more efficient task/time measures. A one-time infusion of funding for more advanced equipment helped with maintaining service quality. New approaches to maintenance methods are being explored to foster the working smarter philosophy. Highly dedicated staff working and a management dedicated to carefully overseeing assignments maintain the changing look of the Campus. The new artificial turf football field and temporary removal of the baseball field eliminates a sizeable grassy area that required considerable manpower to maintain. In time, the need for baseball field maintenance will return with its replacement and relocation.

Campus infrastructure, particularly the heating and cooling systems, has been a problem for decades. As new buildings are constructed and are tied into the new Campus Heating, Ventilating, and Air Conditioning (HVAC) system, these difficulties will be minimized. A number of older buildings, however, will remain. It will be necessary to tie them into the new system as well. This will be costly, and plans are in place to complete this work over time as funds become available.
In the last year, several energy efficiency projects were implemented using special incentive programs offered by the local utility and the State Chancellor’s Office. The District received over $250,000 in one-time rebates as incentives. These funds are credited to the District’s General Fund and, in turn, can be used to offset operational expenses.

**Planning Agenda**

1. Evaluate program sufficiency and allocate resources accordingly. This process can be addressed in an annual program review and through the budget process.

2. Promote local control of the grounds and custodial operations. This allows for more long-term planning of human and financial resources. It is expected that vacancies in the Grounds and Custodial Departments will be filled when the budget situation improves. This issue is especially relevant in light of the addition of new buildings without the minimum staffing levels required to maintain them.

3. Take advantage of opportunities to improve the efficiency and effectiveness of maintenance operations.

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

**Description**

The San José/Evergreen Community College District strives to maintain an exceptionally safe environment for students and staff. SJCC employs a full-service Police Department that provides patrols and services when classes are in session and on holidays and weekends. Officers are vested with full law enforcement powers and responsibilities, identical to local police. Personnel are trained at the local police academy, with particular attention to first aid, firearms, defensive tactics, legal updates, evidence gathering, and traffic investigation. Officers are responsible for a full-range of public safety services, including crime reports and investigations; medical emergencies; fire emergencies; traffic accidents; and the enforcement of laws regarding underage drinking, alcohol possession, weapons possession, controlled substance use, and gambling. SJCC is a drug-and-smoke-free campus, and Police are responsible for assisting staff in maintaining a drug-and-smoke-free environment. Students under the influence of alcohol and/or drugs or who are found to be selling drugs will be suspended, expelled, and criminally prosecuted.

Police officers available seven days a week during class hours. Offenses, accidents, or emergencies that occur on Campus are reported using one of these numbers: 408-270-6468 or 408-288-3735. The Campus Police Office is located in Student Center Room 108. Red emergency call boxes are located throughout the Campus anyone needing to call the Campus Police. During non-class hours, campus emergencies must be reported by dialing 911 on a pay phone. If 911 should fail to work, the seven-digit emergency number for all City of San José is 408-277-5454.

Most campus facilities are unlocked from 6:30 a.m. to 10:30 p.m. on weekdays. They are locked and served by custodial staff between 10:30 p.m. and 6:30 a.m. Facilities are locked from 10:30
p.m. Friday to 6:30 a.m. Monday unless special arrangements are made for weekend use. Staff members needing to enter facilities during non-business hours without prior arrangements are required to notify campus police of their presence. This procedure is intended to maximize the security of students, staff, and facilities and to avoid false alarm calls. Keys to facilities are provided to staff members upon written request and approval of administrators. Lost keys are reported to the authorizing administrator. Facility keys are not to be loaned or duplicated. Key duplication is a misdemeanor.

Campus Police will provide assistance in unlocking or jump-starting vehicles or summoning a tow truck or locksmith to assist students. Campus Police will also assist family members in contacting students in class if there is a serious family emergency. An escort service is available by calling the Police Office. Campus Police are strongly committed to preventing sexual assault. Students, student organizations, faculty, or staff committing or participating in sexual assaults face criminal prosecution. The College may impose other disciplinary measures. During the period from January 2007 through May 2008, the College completed the installation of new campus lighting. Campus police monitors lights nightly for outages. Reports are made to the District Maintenance Department for replacement. Crime reports and statistics are maintained and reported to the campus administrators (9:24).

The Campus Safety Committee makes recommendations to the College Planning Council (CPC) regarding issues of safety. The CPC submits these concerns to the President. Subjects include:

- The overall safety of the campus.
- The emergency preparedness level of the College.
- The level of preparedness of the College for health emergencies and health-compromising situations.

All constituent groups are represented on the Safety Committee. Individuals with responsibility over areas related to Campus safety are included in the membership. The committee is chaired by the College Safety Officer. The membership of the committee consists of the following:

- 3 faculty members appointed by the Academic Senate.
- 3 classified employees appointed by the Classified Senate.
- 2 students appointed by the Associated Students.
- 2 administrators appointed by the College President.
- The College Safety Officer.
- The College Director of Health Services.
- The District Director of Custodial Services (or Campus designee).
- The District Chief of Police (or Campus designee).
- The District Director of Facilities (or Campus designee).

The Safety Committee has regular schedule meetings on the third Thursday of each month during the academic year. Meetings are conducted in the Student Center (SC204) at 2:00 p.m. (7).

In January 2008, the College developed a three-volume Emergency Preparedness Plan. (IIIB Volume One: Immediate Action and Event Specific Check List). In spring 2008, the College conducted a full campus emergency preparedness exercise (25). Given that SJCC is near a major earthquake fault line, the campus exercise was based on a simulated earthquake. In June 2008, the
College prepared a draft Safety Strategy document, the June 2008 Draft Safety Strategy (26). The College has implemented an Emergency Operation Center (EOC), Incident Command Structure (ICS), and Building Marshal (BM) structure (27). A current emergency telephone contact list is maintained for members of the ICS organization. The EOC is permanently located in GE109. The Center is fully equipped with communication systems, supplies, and charts to support its full activation.

For the safety of students and staff, the College installed evacuation chairs in all buildings. Buildings with multiple floors have a chair on each floor. Building Marshals are trained in the use of evacuation chairs. Automated External Defibrillator (AED) units are installed in all buildings. Building Marshals have been trained in the use of AEDs, but the machines are designed for use without formal training. AEDs have been supplied to Campus Police, the Child Care Center, and sports facilities. First aid kits are replenished or replaced. More than 150 first aid kits are distributed on Campus, at least one in every work area. During spring break 2008, the College conducted two training workshops in performing CPR (28; 29). Updated evacuation maps, including evacuation lot lettering, are posted in all classrooms. Lot signage has been upgraded to reflect the evacuation maps installed in classrooms (30).

The emergency preparedness communication system has been upgraded to include telephones in classrooms. The VOID System serves as the backbone of the Mass Notification System for communication during crisis. The mass notification system can contact more than 13,000 students and staff in less than 5 minutes. The system uses current telephone and email data for students. The College also has 15 walkie-talkie phones for use by building marshals and ICS members.

The Safety Committee has conducted extensive emergency preparedness training. The Incident Command System (ICS) organizational structure conducted two Campus earthquake exercises, one in April 2008 and another in April 2009 (31). Building Marshals conducted safety inspection and walkie-talkie phone training during spring 2009 ICS training. Campus Police conducted “Shooter on Campus” exercises with faculty on PDD. The College has more than 50 Community-Campus Emergency Response Training (C-CERT) trained staff (23). Additional CERT training is regularly scheduled. Members of the College staff conduct the CERT training. Evening Deans, custodial staff, and members of the ICS organizational structure participate in CERT training. The College is planning a full campus emergency exercise with mutual aid agencies like the local fire department, Valley Hospital, and the American Red Cross. The full campus exercise is scheduled for August 2010.

The H1N1 virus presented a great health risk to the more than 13,000 San José City College students and staff during the 2009 calendar year. The Safety Committee, in collaboration with Student Health Center staff, responded quickly to the challenges. Students and staff were provided with clear direction in health practices required to maintain a safe teaching environment (32).

In February 2009, SJCC successfully passed a site visit by Trident Enterprises, Inc., a consultant hired by the California Community College District Office to ensure compliance with the Americans with Disabilities Act (ADA). The consultant examined College procedures for eliminating discrimination and denial of service on the basis of race, color, national origin, sex, and disability.
The audit was performed in Career Technical education programs. The audit reviewed public notification practices; access and admission programs; Title 2 and ADA compliance; counseling and recruitment practices; job placement and work study access issues; and access to technology practices on behalf of Americans with disabilities. The site visit found that San José City College is in full compliance with the Americans with Disabilities Act (33; 34; 35).

**Self Evaluation**
San José City College is in full compliance with Standard IIIB. The College provides a safe, secure, and healthy learning and working environment for students, faculty, and staff. Campus Police provide a full range of services to create and maintain a safe learning and working environment. Police Officers are well trained to respond to a broad array of service and emergency situations.

Campus Police provide adequate operating hours and communication systems. Students and staff are always able to contact a police dispatcher. The Red Phones located across Campus are a key component of the emergency communication system. The campus is a smoke and drug free. Campus police provide the leadership for ensuring the campus has adequate signage regarding smoking on Campus. They assure compliance with drug laws.

Facility safety is promoted by strict policies regarding issuing keys and building access during classes and non-class hours. Most campus facilities are unlocked from 6:30 a.m. to 10:30 p.m. on weekdays. They are locked and served by custodial staff between 10:30 p.m. and 6:30 a.m. Facilities are closed from 10:30 p.m. Friday to 6:30 a.m. Monday unless special arrangements are made and communicated to Campus Police. Staff members needing to enter facilities during non-business hours without prior arrangement must notify campus police of their presence. This procedure is intended to maximize the security of students, staff, and facilities.

Campus Police are committed to preventing sexual assault. In addition to criminal prosecution, the College will discipline students, student organizations, staff, or faculty committing or participating in sexual assaults. During the period from January 2007 to May 2008, the College completed installation of new campus lighting. Campus police monitors lights for outages nightly. Reports are made to District Maintenance Department for replacement.

The Safety Committee membership includes all constituent groups. In addition, key individuals with responsibility for campus safety are included in the committee membership. They include the College Safety Officer, College Director of Health Services, College Supervisor of Grounds and Custodial Services, District Chief of Police, District Director of Facilities. The Campus Safety Committee is charged with making recommendations to the College Planning Council (CPC), which forwards them to the President. Areas of concern include the overall safety of the campus; the emergency preparedness level of the College; the preparedness level for health emergencies and health-compromising situations. The meeting schedule for the Safety Committee provides adequate opportunity for students and staff to provide input. The Safety Committee meets on the third Thursday of each month during the academic year. Meetings are conducted in the Student Center (SC204) at 2 p.m.

The College has a comprehensive emergency preparedness plan. In January 2008, the College
developed a three volume Emergency Preparedness Plan. In the spring of 2008, the College conducted a Campus emergency preparedness exercise. Given that San José City College is near a major earthquake fault line, the campus exercise was based on a simulated earthquake. The College used a Emergency Operation Center (EOC), Incident Command Structure (ICS), and Building Marshal (BM) organizational structure. The College maintains a current emergency telephone contact list for members of the ICS organization.

Substantial resources have been invested in safety equipment for protecting and saving lives. In order to evacuate disabled students and staff during a crisis, the College installed evacuation chairs in all buildings. Building Marshals have been trained in the use of evacuation chairs. AEDs are installed in all buildings. AEDs are supplied to Campus Police, the Child Care Center, and sports facilities. First aid kits are replenished or replaced regularly. More than 150 first aid kits are distributed on Campus, with at least one in every work area. During spring break 2008, the College conducted two training workshops on performing CPR (28; 29) (Classrooms have updated evacuation maps, including lettering indicating evacuation areas. Parking lot signage has been upgraded to reflect evacuation maps installed in classrooms (30).

The emergency preparedness communication system has been upgraded to include VOID telephones in the classrooms. The VOID System will serve on the backbone of the Mass Notification System for communication during crisis; the technology can contact more than 13,000 students and staff in less than five minutes. The system uses the current telephone and email data for students. The College has 15 walkie-talkie phones for use by Building Marshals and ICS members. However, the College has yet to invest in a Mass Notification System to communication with students and staff walking the campus. There are no high volume speakers on campus for providing direction to students and staff during a Campus lock down. The VOID system, if modified, can provide notification to faculty to lock down classrooms in the case of a campus shooter.

The College safety training programs are extensive. The Safety Committee has conducted emergency preparedness training. The Incident Command System (ICS) organizational structure conducted full campus earthquake exercises, one in April 2008 and another in April 2009. Campus Police conducted a “Shooter on Campus” scenario with faculty on PPD. The College has more than 50 C-CERT (Community-Campus Emergency Response Training) staff. The College is planning a full campus emergency exercise that will include mutual aid agencies like the local fire department, Valley Hospital, and the American Red Cross. The exercise is scheduled for August 2010.

**Planning Agenda**

1. Consider alternative modes for police patrols. Campus Police should consider using foot and bicycle patrol. Direct contact with staff and students will promote a more community-based relationship.
2. Consider expanded Police staffing. Limited staff prevent twenty-four hour campus coverage. Limited staffing also promotes illegal parking.
3. Invest in a Mass Notification System that can reach students and staff walking on Campus during a crisis and that can communicate with faculty in the classrooms. The college email system could notify staff of a crisis requiring the locking down of a building. The College has not invested in emergency supplies for survival during a prolonged crisis.
4. The College needs to conduct a full campus disaster exercise in the summer of 2010.

**III.B.2 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.**

**Description**
With the passage of Measures I and G, extensive planning and evaluation of facilities is underway. All members of the College are encouraged to participate in this process. As plans evolve for new facilities, the existing furniture, equipment, and instructional spaces are being surveyed. Instructional and support staff and administrators have provided considerable input regarding equipment replacement.

Planning begins with the Educational and Facilities Master Plan and the College Facilities Committee, and then broadens to include all staff. The Technology Committee and Campus Technical Support staff play a crucial role in evaluating technology infrastructure, computer replacement plans, and an instructional equipment replacement. In addition, outside consultants are often used for new building infrastructure planning and decision-making.

**Self Evaluation**
The College has in place a protocol facilities projects that impact the Campus. The College Facilities Committee includes faculty, classified staff, and administration. This committee has a specific charge, operates under Robert’s Rules of Order, and meets once a month throughout the academic calendar year. The District Executive Director of Facilities meets once a month with the College’s executive team to review updates for all projects in the planning and construction phases. All new projects include an outlay budget to address furniture and equipment needs. A furniture planning and design consultant works closely with end-users to determine needs using standards developed for all instruction and instructional support spaces, including classrooms, offices, and conference rooms.

Two projects were recently completed: the Technology Center and the Science Complex. Both projects are highly specialized instructional facilities, requiring a great deal of program review, consideration of instructional delivery, and evaluation of educational usage. A comprehensive process involving faculty, administrators, and support staff guided the allocation of furniture and equipment for the facilities. Typically, furniture and equipment budgets are developed using State guidelines, but it is also common to make adjustments for special needs.

The Media Services and Tech Support staff maintain a comprehensive inventory of all electronic equipment on Campus, allowing effective maintenance and replacement of outdated equipment. The inventory also facilitates easy location of equipment for appropriate classroom scheduling.

**Planning Agenda**
1. Explore other avenues to support essential classroom equipment. The Technology Committee and Finance Committee will be reviewing options for both short- and long-term needs.
2. Consider promoting another general obligation bond. The College is developing a long-term technology replacement plan that could redirect much-needed general fund resources to instruction and student-related support services.

**III.B.2.a** Long-range capital plans support institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment.

**Description**

The development of a capital improvement plan began when Measure I was passed in 1998 and was revisited with the passage of Measure G. The process involved a review and reassessment of the College educational plan, followed by an evaluation of all existing facilities. The result was a prioritized list of proposed building projects. By the start of 2010, all projects in Phases I and II were completed with the exception of the Multi-Media/Fine Arts Complex, slated for completion by summer of 2013. Projects not funded through Measure I are prioritized, but only preliminary planning has taken place. The passage of Measure G in 2004 provides the ability to pursue facility needs outlined in the 1999 Facilities Master Plan.

The planning process involves the Facilities Planning Committee. Upon review and revision of proposals from consultants and architects, and after open forums with the Campus community, the Facilities Planning Committee forwards recommendations to the College Planning Council and the College President, who in turn submits them to the district’s Board of Trustees for approval.

Total cost ownership (TCO) is used in the decision-making process to inform the purchase of new equipment and construct new facilities. In the case of new equipment, particularly computer-related technology, some of the factors considered include: the purchase price; staff training costs; future application modification costs; maintenance and support costs, including the use of in-house or contractor resources; and installation costs. In the case of new construction, TCO factors considered include the cost of financing the purchase (if locally funded) and ongoing maintenance, energy, and repair costs.

The District submits a prioritized list of new facility projects to the State each year. This list is comprised of projects that meet the projected educational needs of the Campus as identified in its Educational and Facilities Master Plan. If the projects gain approval from the State, financial resources are provided to fund preliminary planning and construction. During the preliminary planning and design phases, the architects and engineers working on the project meet regularly with District maintenance and operations staff to ensure efficient and cost-effective design. TCO considerations are applied to all aspects of the project, including flooring, fixtures, HVAC equipment, elevators, and lighting. The Maintenance and Operations staff makes these recommendations with the understanding staffing levels are unlikely to increase, and existing staff will have to perform ongoing maintenance. This protocol continues with all major projects and has resulted in well-planned and easily maintained facilities.

The technology plan acknowledges the TCO protocol by recommending that equipment be replaced in cycles, allowing some older equipment to be repurposed. For example, a new lab might require
computers with more memory and higher processor speeds. Older computers from that existing lab can be recycled to replace still-older computers in another campus lab. The oldest machinery is taken to the District Office and auctioned off or discarded. All equipment is recycled to reduce costs. The college does not accept donations of computer equipment because of the cost to dispose of unwanted equipment.

Several major projects have been completed that directly support the College’s goal to provide facilities that optimally support teaching and learning. The remarkable change in the physical Campus indicates that long-range capital planning strategies are well planned and implemented. Facility construction and renovation have increased student enrollment. Students feel that they better able to meet their educational goals. Some of these successful projects include:

- Library/LRC: The Library and Learning Resource Center houses various tutorial labs and learning resources. It replaced the old library.
- Technology Center: This project provides instructional lab and lecture space to support the Business Services and Careers Department, Faculty and Administration offices and the Work Force Institute.
- Student Center: The Center is a functionally designed, one-stop shop to assist students with registration, admissions, counseling, financial aid, EOPS, Disabled Students Support and other functions. It includes the college bookstore and cafeteria.
- Science Complex: A state-of-the-art facility, the Science Complex provides instructional lecture and lab space for the biology, chemistry, and physics programs. It includes the offices for the Math and Sciences Divisions and faculty offices for science instructors.
- Career Technology Center: This building houses the Construction Technology programs, and includes specialized lab space and offices for the Division for Applied Sciences.
- Cosmetology Building: A major renovation of the former Student Union allowed the existing building to be transformed into a new and expanded facility to house the Cosmetology/Aesthetician programs.

The College President, Administrative Council, Faculty Senate, Facilities Committee, and District Department of Plant, Planning, Operations and Maintenance develop and modify long-range capital plans. Current budgetary restrictions make planning somewhat problematic as Measure I funds do not provide money for furniture or most equipment required in new construction projects. The State does provide an annual allocation of funds targeted for instructional technology and library materials. The College has used these funds to help pay for some of the equipment needs in new and replacement facilities. In recent years, however, the State budget crisis has resulted in a decreased allocation of these funds. While the District has augmented a portion of this shortfall with revenues from the sale of surplus property, those funds are now exhausted. This has resulted in delaying the replacement of some furniture and equipment.

The President and Administrative Council oversee capital outlay for the college. In recent years, an annual allocation of funds was provided to the Campus Technology Committee to replace or enhance Campus technology. The funds were identified as either instructional or non-instructional. Proposals were welcomed from all departments. The Technology Committee allocated funding based on need. When a Division requests capital outlay funds for items costing more than $500, a decision is reached only after discussion among the instructional and classified staff in that Division. In the last several years, limited funds have been available for such purchases. There have been occasions when grant money has allowed specific purchases to be made, but until such time as State funding is returned to a reasonable level, most capital outlays will be severely limited.
Plans are underway to revisit the Education Facilities Master Plan, review and update student enrollment data, and work with constituent groups to develop the 2025 Long Range Facilities Master Plan. This task is scheduled to start in the spring of 2010 and be completed by the summer of 2010 (36).

Self Evaluation
As the College continues the implementation of its Facilities Master Plan, the addition of new buildings and the somewhat slower demolition of older facilities impacts the efficient use of space. The State Chancellor’s Office uses the capacity/load ratio to guide operations support funding. In this formula, capacity is defined as space and load as enrollment.

The increase in facility space places a burden on the Custodial staff. Over the last few years, vacancies in the custodial, grounds, and maintenance operations have not been filled, impacting the services necessary to maintain facilities. Over the short-term, major repairs are addressed using bond funds. This solution becomes a problem, however, due to the many restrictions placed on the use of bond funds. An upgrade to the sound system in the College theatre was effectively implemented using bond funds. However, the sound and lighting technician for the theater retired has not been replaced. An audio-visual technician fills in when needed. At present there are no plans to replace the position. Without someone in this capacity, the theater will be unable to host presentations requiring sophisticated audio-visual and lighting support.

Planning Agenda
1. Enact plans to properly maintain newly constructed or renovated facilities. The Facilities Committee does acknowledge the budgetary crisis, but it is unreasonable to have constructed over $100 million in new buildings without a plan to adequately maintain them. A broad consensus exists across constituent groups that it is unreasonable to ask that a reduced custodial staff take on responsibilities of this magnitude.

III.B.2.b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
The original Facilities Master Plan, adopted in 2000, was developed in concert with the Educational Facilities Master Plan. At that time, the first infusion of funds from Measure I allowed the implementation of the first phase of the Capital Improvement Plan (CIP). Funding provided by Measure I did not fully meet the needs of the Capital Improvement Plan. In 2004, voters passed another general obligation bond, providing a funding source to embark on the second phase of the CIP. Measure G does allow for the purchase of furniture and equipment using bond funds, which greatly assisted in the completion and implementation of projects. To date, approximately 80 percent of the Capital Improvement Program has been successfully completed (18; 19).

Self Evaluation
Most constituencies agree that SJCC has done an excellent job of involving staff and students in encouraging input for new projects. The proactive approach results in well-informed community
members. However, some faculty report they were not able to provide input on new facilities planning that directly affects them. End-user have provided comprehensive feedback regarding needs to help shape several additional project.

Planning Agenda
1. Continue the process to update the College’s 2025 Long Range Facilities Master Plan (4). The initial step toward an updated plan is a review of the Educational Master Plan. This process includes interaction with constituent groups, completion of external and internal assessments, and completion of the instructional and support services.

2. Integrate the Facilities Master Plan with the District. The Facilities Master Plan update will include a review of the Environmental Impact Report (38) required by the California Environmental Quality Act. The final updated 2025 Facilities Master Plan is scheduled for adoption by the Board of Trustees in September 2010 (36).

3. Continue developing a strategy for another general obligation bond for the November 2010 ballot. Initial planning tasks include conducting a public opinion poll survey to determine the level of support in the community at large. The updated Facilities Master Plan will provide a framework for the needs assessment to support the bond measure. The strategy should also consider the option of a Sustainable Master Plan under which existing and new buildings will be either retrofitted or designed to conform to LEED standards.
## Standard IIIB List of Evidence

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III.C Technology Resources: Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

IIIC1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems.

IIIC.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Description
The Three Master Plans
Technology planning is integrated with institutional planning through the framework of three planning policies: the Educational Master Plan, Facilities Master Plan, and the Technology Master Plan (1;2;3).

The Campus Technology Committee (CTC) is the main governing committee responsible ensuring that technology resources are used to support student learning programs and services and to improve institutional effectiveness (4). Consisting of administrators, staff, faculty, and students, the Committee is charged with enhancing student learning by guiding faculty and staff on campus technology standards, infrastructure, equipment, training, resources, and support. To meet these goals, the Campus Technology Committee makes recommendations to the College Planning Council regarding the planning, acquisition, implementation, and use of computers and other technology equipment and resources.

The CTC represents general institutional interests rather than the interests of specific disciplines, divisions, or programs. Members work in an open, collaborative, and objective process toward recommendations that best serve the interests of the College. Responsibilities of the Committee include the following:

- Plan for the acquisition, implementation, and use of computers and other technology equipment supporting instructional activities. Procedures for planning and implementation are submitted to the Academic Senate for approval.
- Every two years, develop and update a comprehensive San José City College Technology Master Plan.
- Promote the use of computers, distance learning technology, and other academic technology at the College.
- Coordinate instructional computing and technology activities with representatives of Evergreen Valley College and the District. (5;6)

Information Technology Services and Support (ITSS), provides computer services to authorized users within San José/Evergreen Community College District. ITSS currently meet these needs through:

- Datatel College services, including reports generation, on-line inquiries and input to specific files (7;8).
• Media service centers, located at both campuses and at the District Office.
• The ITSS Help Desk, which responds to questions regarding computers and course management systems (9).
• Support that promotes user (faculty, staff, and student) independence (9).
• Support workshop training sessions by Instructional Technologist and/or Webmaster (10; 11).

ITSS operates twelve hours a day, five days a week, supporting both District and campus offices. Online, interactive services, and telephone support are available Monday through Thursday from 7 a.m. to 9 p.m., and on Friday from 7 a.m. to 6 p.m. The main office is located in the District Office complex (12).

In addition to our operational activity, ITSS performs other data processing and systems related tasks, including:
• Systems analysis and design.
• Database maintenance and design.
• Website hosting for both Internet and intranet.
• General problem solving, systems programming and documentation.
• District-wide general technical consulting.

Services support the day-to-day activities at the District Office and at both campuses (12). Database services allow the District to meet federal, State, and local reporting requirements. ITSS is also responsible for telecommunications wiring and data communication devices throughout the District, including local area networks, District Internet access, and phone service. The Department does not directly support instructional computing, for CTSS is responsible for this.

Campus Technology Support and Services, referred to as CTSS, is responsible for Campus technology services, including support of facilities, hardware, and software. CTSS is charged with installing, configuring, and maintaining technology for administrative computing services, instructional computing services, and media services (13). The Department operates from 8 a.m. to 8 p.m., Monday through Thursday, and 8 a.m. to 5 p.m. on Friday; it is located on campus in the General Education Building. All CTSS Technicians are qualified to solve most hardware, software, and Internet access problems; they are also able to resolve most issues faculty, staff, and administrators may encounter when using desktop, laptop, and personal digital assistant computers.

As a result of the College’s consolidation of services and reorganization in June 2010 and with the approval by the Board of Trustees at the July 13th meeting, CTSS reports directly to ITSS and no longer reports to the College (14; 15).

On average, ITSS receives more than 200+ requests a day for service (9). The calls vary from malfunctioning computers and application software to reserving audio and video (AV) equipment for classrooms and lecture halls as well as resetting student passwords for My Web and Moodle (10). ITSS through CTSS also provide media services including support for classrooms and large group lecture halls. CTSS Technicians operate and repair AV equipment as well as perform multiple tasks, from equipment installation to repair of digital data projectors, laptops, and desktop computers to configuration of software used in classrooms (9). ITSS and CTSS technicians are responsible for wired local area networks and the new campus-wide wireless network (WiFi).
The network infrastructure was updated in July 2003 with an upgraded from 10-megabit Ethernet architecture to a Cisco-based gigabit Fiber Optics network. This infrastructure was needed to support the new WiFi network, which provides enhanced flexibility in teaching and learning at the College. Students can now connect to the Internet from anywhere on campus. Faculty members can use wireless laptops to teach in the classrooms, free now from fixed workstations. A survey on wireless network shows that both faculty and students embrace the use of laptops and wireless network services in the classroom (16). The Administration Network contains over ninety servers on the San José City College campus, serving a broad range of clients. A complete list of all of the servers on the campus is provided on the “List of San José City College Servers” document (17).

The District troubleshoots telecommunication difficulties for the two colleges in the District, as well as the Wide Area Network (WAN) that links the two colleges and the District to the Internet. In addition, the District hosts all financial, personnel, and student records through Datatel system, which has been in place for more than 15 years, is been continually upgraded to a new R18 version, a system with more sophisticated computing applications (18).

The CTSS Department provides computer and software support for students and faculty. The CTSS Department provides student access to computers. The open lab area of the Cesar Chavez Library Learning Resource Center (LRC) houses ninety computers; at least thirty computers are provided in each of six student support areas surrounding the open lab area. Two portable laptop carts, holding 50 laptops each, are housed in the Science Complex Center. The Metas Program, Title V Grant, houses 50 additional portable laptops for wireless interactive use. The Business and Computing in Technology Center offers approximately 200 computers for student use (17).

In addition to the César Chávez Library Learning Resource Center (LRC) described above, eleven additional computer labs and smart classrooms provide the college with approximately 600 computer work stations. CTSS installs, configures, and maintains the technology of these computer work stations.

### Campus Computer Labs and Workstations

<table>
<thead>
<tr>
<th>Campus Area</th>
<th>Number of Labs</th>
<th>Number of Computers</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRC Center</td>
<td>Open Lab Area = 1</td>
<td>90</td>
</tr>
<tr>
<td>Lab / Classrooms</td>
<td>6</td>
<td>41 each</td>
</tr>
<tr>
<td>Faculty Offices</td>
<td>5</td>
<td>2 each</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>346</strong></td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>Language Skills Center</td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>Technology Building</td>
<td>7</td>
<td>195</td>
</tr>
<tr>
<td>Journalism</td>
<td>2</td>
<td>39</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
<td><strong>616</strong></td>
</tr>
</tbody>
</table>

Source: (16)
Reprographics offers a full range of document copying and binding services to support students, faculty, and staff (19). Students, staff, and faculty use Reprographics for bulk printing. The Reprographics workroom has several computers with full-page scanners that allow faculty to scan documents into portable document format (PDF) files that can be emailed to students or posted on a website for viewing and downloading. Reprographics, as of this writing, is undergoing the implementation of a reorganization. Prior to this time, Reprographics also reported to ITSS.

The College’s Webmaster supports student learning by posting online information and making it available both on and off campus. The Instructional Technologist, who reports to the Vice President of Academic Affairs, creates software applications to enable faculty and staff to communicate and collaborate. Instructional Technologist customizes course management features to allow students to submit forms and information from their home computer. ITSS created the SJCC Portal and continues to build upon this technology with new web utilities custom-made for the Campus, including online faculty and class schedules (12). The Webmaster, who reports to the College President, is responsible for the design and revision of the SJCC website.

Both the Webmaster and the Instructional Technologist are participating in the District-wide Microsoft Sharepoint Project, establishing student email and a student portal. Both also coordinate with the Staff Development Committee to offer workshops in popular software programs and web-based applications (10; 11). Workshops are offered at times that best accommodate the schedules of faculty and staff including PDD Days; additional workshops are offered on an as needed basis (10).

Distance Education offers students a chance to realize their educational goals using non-traditional schedules (22). As of fall 2006, 16 percent of students enrolled at the College take online courses. San José City College started using WebCT, upgraded to Blackboard in 2005, and recently replaced Blackboard with the Moodle as the sole course management system at the college (5; 6). Moodle is an open source powerful course management system which both WebCT and Blackboard were not. The Technology Learning Group (TLG) strongly recommended the shift from previous course management system due to cost, ease of use, and open source technology (6). To assist faculty in the application of Moodle, the College’s Instructional Technologist provides workshops regarding the use of Moodle and its various tools (10). Support is also provided to students by phone or email (9).

**Self Evaluation**

Despite the challenges of keeping up-to-date with technology, the College is committed to improving technological resources on the campus. The College does assure that services, support, facilities, and software enhance the operation and effectiveness of the institution. That assurance is demonstrated by the broad availability of computers across the campus, the Campus-wide availability of wireless access, the provision of smart classrooms, and the technical support from CTSS and ITSS.

Currently, all faculty and staff have computers connected to the campus network. However, many
computers are approaching the end of their useful lifespan and will need to be replaced. Concern exists that newer software acquired by the campus will necessitate upgrading campus technology. The recent reorganization of ITSS with the CTSS now reporting to the district and no longer to the college could effect the priority of campus support rearrange the priorities of CTSS. Rather than CTSS giving instructional support, CTSS will serve district needs first.

**Planning Agenda**

1. Pilot the use of Microsoft Sharepoint to facilitate timely information between faculty and students. Identify funding sources and undertake budget planning to afford the purchase and maintenance of technology equipment. Establish procedures for purchasing and installing new computers while recycling older equipment.

2. Align the organization of the Technology Department with the Educational Master Plan and Technology Master Plan ensuring that instructional services remain first priority.

**III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

**Description**

**Student Technology Training:** The staff of the César Chávez Library and the Learning Resource Center (LRC) provide assistance to students with password maintenance, and access to the College's network and resources like the Wireless Zone, the Moodle online environment, instructor websites, and email. A room called the High Tech Center in the LRC is specifically designed for students with disabilities, enabling them to use computers through various adaptive devices.

**Personnel Technology Training:** The Staff Development Committee, collaborating with the Teaching Learning Center (TLC) offered training for faculty, staff, and administrators in the use of campus technology (10; 11; 21). Through the TLC, training in Microsoft Office (Word, Excel, Access, PowerPoint, and Outlook), Adobe software, Dreamweaver, podcasts were given.

However, since the closure of the TLC due to the lack of personnel available to run the Center, technology training is given by the Instructional Technologist and CTSS informally through scheduled training sessions, desk-side training, and telephone support. Formal technology training occurs through the online and/or workshop institutes given by @ONE Project, which SJCC’s sister college EVC has an agreement to help serve. The @ONE Project, through a grant supported by the State Chancellor’s Office, continually offers training in technology. SJCC personnel and staff are strongly encouraged and given incentive to be trained through this Institute. In 2005-2006 alone, the @One Project offered numerous technology workshops (24).

In addition, area managers and Division deans work closely with Staff Development and Campus Technical Support and Services (CTSS) to develop classes and workshops that fit the needs of the College community. As the College adopts new technology, training plans are developed and implemented. For example, the District is in the process of upgrading the Windows Operating System to Windows 7, and the Colleges, ITSS, and CTSS are preparing to offer training to the campus on the new application (3, p. 5).
Training opportunities for personnel are usually announced in the Staff Development Newsletter, in flyers, and campuswide e-mails. Since the summer of 2009, no training opportunities have been offered through the Committee.

Information technology training needs for students are identified within departments. Faculty identify technology learning objectives for students and then embed the training within the college curriculum, since there is no central entity that assesses all information technology training needs for students. In fact in the community college survey of student engagement, SJCC fell below the national mean in the use of the Internet, computer labs, and using computers for academic assignments.

**Self-Evaluation**

The college provides technology training throughout the academic year. Regular training opportunities are available to students, staff, faculty and administration on technology topics ranging from operating desktop hardware to using moodle. Most training is arranged in advance on a rotating schedule or prompted by more immediate changes in hardware or software. CTSS staff training takes the form of in-class vendor training, online seminars, conferences, and on-campus classes taught by college faculty. The Campus Technology Committee recommended that a budget be set aside for ongoing training for Administrative IT, Instructional IT, and CTSS staff. Due to budgetary cuts, this recommendation is not a priority. Ongoing commitment to technology training requires buy-in from supervisors, faculty, and budgeting groups to provide the time and funding necessary. Currently, the college does not formally assess its technology training program for students, faculty, staff as well as the quality of the training provided.

Further, the College’s Instructional Technologist used to hold office in the Teaching Learning Center (TLC), centrally located on-campus. When the TLC closed, the Instructional Technologist had to be housed elsewhere on-campus, no longer centrally located. In addition to this, the lack of a clearly delineated set of responsibilities for the Instructional Technologist, and the lack of a college department and manager for Distance Education causes difficulty among faculty who need instructional support on instructional technology. The Instructional Technologist used to report to the Director of Distance Education. After the Director retired, the Technologist through the years had to report to varied supervisors.

The College lacks managerial and adequate instructional support for its Distance Education courses. With the retirement of the director of Distance Education in 2005, the closure of the TLC, the lack of an administrator taking the lead in strengthening the area of Distance education, faculty are not getting the necessary training in educational technology.

**Planning Agenda**

1. Assess the technology training needs of students, faculty and staff, as well as the content and quality of training provided, to improve the training offerings, particularly for new instructors and students.

2. Improve the training opportunities for faculty and staff, if possible, by requesting the appropriate resources from the Finance Committee.

3. CTC needs to assess the needs of the distance education program in regard to training, staff and technology.
III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Description

Every year, after notification from the Finance Committee about the amount and availability of funds for technology, the Technology Committee solicits requests for new and upgraded technology from various constituencies on-campus, including instructional divisions, administrative departments, and Student Services. Based on Continuous Program Reviews, constituents submit their requests to their respective Division deans and managers, who review and prioritize these requests at the Divisional Deans’ meetings. Requests could be for new computers, audio-video equipment, digital projectors, printers, software, and other technology needs. These requests are then sent to the Campus Technology Committee, which evaluates each proposal according to both short-term needs and institutional and technological long-term goals expressed in central planning documents like the Technology Master Plan and the Educational Master Plan. The Committee assesses the impact of the new technology on the Campus infrastructure, its ability to be managed and maintained, and its associated security requirements. It then prioritizes the requests for the new technology and sends this information to the College Planning Council, the Finance Committee, and the Office of the Vice President of Administration as recommendations.

Funding sources include general funds, State Funded Equipment (SFE) grants, and other sources. The State Funded Equipment (SFE) block grants are used primarily, but not exclusively, for information technology equipment. Planning for the use of SFE funds begins with Course Program Reviews at the department, program, and division level.

After the purchase of the technology, administrative and instructional IT staff members are responsible for the maintenance of all technology equipment and infrastructure on Campus, a critical function that ensures the availability and accessibility of Campus resources (9; 13). This maintenance is also essential for protecting the information, infrastructure, and integrity of the technological resources and data. To properly support and maintain the equipment and the infrastructure on the campus, CTSS staff must stay abreast of the current hardware, software, communications, and network technologies.

The IT staff enforce a set of network and infrastructure security standards, including the following procedures:

- **Physical infrastructure security:** All servers and networking equipment are located in buildings and areas where restricted key access is required. Devices containing more mission-critical and sensitive data are located within an alarmed area requiring a unique access code.

- **Password standards:** The College uses Microsoft’s Active Directory security to control password policies. The Campus password standards include: minimum length, seven characters; maximum age, ninety days; complexity, must have upper and lower case letters and numbers; and remembered, twenty passwords before reuse.
• **Virus protection:** SJCC uses the Sophos anti-virus protection software on desktop, laptop, and tablet computers. This is an enterprise-level software suite that manages virus protection using virus signatures updated from the Sophos website on a daily basis. When the client logs onto the College network, the updates are pushed to the desktop, laptop, and tablet computers. In addition, all of the lab computers in the Computing Center, Library, and other labs are protected by Deep Freeze software, which restores the computer’s setup and configuration with each restart.

• **Network access, firewall, IDP, and traffic filtration:** The Campus uses NetScreen, a fully redundant firewall and IDP (intrusion, detection, and prevention) system, as the primary perimeter network security environment. All traffic passing on and off the network is filtered through this system.

• **CISCO (PIX) firewall:** SJCC has implemented a firewall that filters traffic from the “WiFi Zone” wireless network to the SJCC campus network, effectively segregating the two networks. The College purchased Cisco firewall services as the primary service of security to prevent internal threats to our campus resources. In Spring 2006, a highly secure, Cisco Virtual Packet Network (VPN) was installed. The VPN provides full access to SJCC campus resources to students, faculty, and staff from anywhere in the world via the Internet. All users need authorized account to gain access.

• **Internet security:** Several web-based applications are employed using a secured socket layer (SSL) link to the Internet, including Outlook Web Access and the SJCC Portal. Although no security is 100 percent secure, SSL encryption algorithms greatly minimize the potential for data theft over the Internet.

• **Wireless standards:** The “WiFi Zone” provides access to the Internet for students, faculty, and staff using their authorized campus log-in account. The Cisco wireless network prevents access to any service not specifically allowed by SJCC policies. Currently, the policy enables only web access and limited access to campus servers, such as Moodle our course management system.

• **Disaster recovery management:** San Jose City College follows industry guidelines and standards for disaster recovery. Incremental digital tape backups are performed on a daily basis for all data that has changed on servers and in databases. Full digital tape backups of all data are performed weekly, and the tapes are routed to an offsite storage area on a monthly basis.

• **System performance management:** Two different applications collect data automatically. NetIQ’s Application Manager Suite is used for business critical application monitoring. Microsoft’s MOM is used for all other performance data gathering.

• **Desktop computer management:** Microsoft’s System Management Services (SMS) provides remote access to the College’s desktop and laptop computers. SMS minimizes difficulties with installing new applications or resolving software repair problems. SMS is also being used to push operating system updates and patches to the College’s computers.
• **Replacement and upgrades to the technology infrastructure and equipment:** The College has devised a plan to acquire new technology and relocate technological assets where they can still function. The first part of the plan is to identify those programs and labs that require up-to-date technology, including video editing and graphics. Older, but still functional, technology equipment is reassigned to areas where the capabilities of the technology can still meet the needs of the students, faculty, or staff. The College calls this reallocation of equipment the “cascading method.”

The first major upgrade using the “cascading method” allocation was accomplished using Measure G bond funds. Three hundred new computers were purchased and installed in the Cesar Chavez Library open lab and classrooms and in the computer labs in the High Tech building. Another computer upgrade to these areas occurred during 2010. Functioning computers from these areas were reallocated to other labs around the campus.

Measure G bond funding includes an upgrade of the entire campus infrastructure to a Cisco-based network. The Cisco-based network provides service to all college computers. The new Cisco-based 802.11b/g wireless network provides more than thirty open access points on the campus for students, faculty, and staff to connect laptops or other compatible devices in a secure environment. Measure G bond funds were instrumental in the completion of this project. The wireless service will continue to grow as new buildings are added and renovated (25).

The new Cisco 5540 Virtual Packet Network (VPN) server was installed April 2006 (6). The Cisco VPN allows up to 2,000 simultaneous students, faculty, and staff to access Campus network resources from anywhere an Internet connection can be used.

**Self-Evaluation**

Campus Technology Support Services (CTSS) works with District ITS to provide network support to the College. In cooperation with the District, the college has established District-wide standards for networking, computers, general software, and general computing guidelines. On the administrative network, CTSS provides the local services such as computer setup, computer repair, software installation, critical OS updates, and sometimes informal training to the users. The January 2010 Self-Study Survey addressed infrastructure. The results of the survey are as follows

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology supports the curriculum in all areas, including</td>
<td>8%</td>
<td>59%</td>
<td>19.5%</td>
<td>2%</td>
<td>8%</td>
</tr>
<tr>
<td>distance education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology infrastructure is reliable, robust and secure</td>
<td>8%</td>
<td>48%</td>
<td>32%</td>
<td>3%</td>
<td>7%</td>
</tr>
</tbody>
</table>

In order to maintain the security of the campus infrastructure and environment, the College installed service applications such as anti-virus, anti-spam intrusion detection, and a NetScreen firewall system. This has established a good primary security system for data protection. However, a comprehensive plan must be developed addressing all aspects of security with Administrative Computing Services, Instructional Computing Services, and CTSS. Budgetary constraints limit the College’s ability to implement the equipment replacement cycle.
Planning Agenda
1. Commission an independent audit of policies, procedures, and standards pertaining to the security operations of Administrative Computing Services, Instructional Computing Services, and CTSS.
2. Prepare a systematic plan to acquire new technology equipment.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Description
Based on recommendations from the previous Accreditation Report, the College has taken steps to improve the distribution and utilization of technology on the campus. In 2005, a new campus-wide Technology Committee was formed with members chosen from faculty, staff, administrators, and students (4). The College Technology Committee (CTC) evaluates and recommends technology equipment and software to support student learning, staff activities, and administrative needs. The Technology Committee meets twice a month to discuss, evaluate, and recommend how new technologies should be brought to Campus (6). During the meetings, the group advocating the new technology makes presentations. The Committee determines if the project is viable, relevant, and cost-effective for funding by the Planning and Finance Committee (4).

The Technology Committee’s first goal was to develop a strategic plan advocating technology use on the campus (4). The committee adopted five strategic objectives stated in the Technology Master Plan. Three of these objectives are to: 1. use technology resources, tools, and training to effectively support academic success and learning for San Jose City College students, 2. administration and faculty will meet best practices in offering high quality online and distance education for students 3. quality and accessible training, current information, and up to date technology will be provided institutionally. The Technology Committee is committed to maintain a five-year tactical plan to serve as a guideline of which technological advances have priority to best realize the College’s goals of student and community enrichment through uncompromising quality instruction (3).

The tactical plan has outlined several major areas for the distribution and utilization of technology resources. Among the projects that have been authorized, funded, and either completed or in process, are the following:

Upgrading campus email to the Microsoft Exchange Server: This upgrade facilitates better communication between faculty, staff, and administrators by providing email access from on or off campus, as well as the ability to share calendars and task lists. The Exchange Server provides better integration with the SharePoint portal (see next item). This upgrade was completed in October 2004.

SJCC Portal launch: This intranet service, built on Microsoft Share-Point Portal Server 2003, is available, at the moment, to staff and administrators. Because the SJCC Portal is a distributed network service, it can be accessed both on and off campus. The SJCC Portal became available in December 2004.
SJCC website design: The SJCC website is in the process of being completely rebuilt. A new site was launched July 1, 2006. Hardware infrastructure has been purchased, installed, and tested. The website redesign is an ongoing project which began in January 2005.

Online admission: The College has partnered with CCCApply to implement a state-sponsored, online admission application. SJCC has completed the programming to map CCCApply data for regular uploading of the College’s DSK database. The hosted application and data integration were completed in early 2005; the new multi-language (Vietnamese and Spanish) feature was implemented in 2007.

SJCC WiFi Zone: Going “wireless” coincides with the goals of SJCC as a learning campus by expanding the different types of technology in use. By providing hot spots, or access points, around Campus, students can use their laptops, tablets, and PDAs to access various campus and Internet resources. The College’s new and refurbished buildings will be designed to accommodate students’ diverse technological needs. The final phase of the SJCC WiFi Zone was completed in February 2006.

Utilization of technology resources: San Jose City College’s commitment to student, faculty, and administrative access to technology has resulted in an increase in the use of technology across the campus. Computers are located in all department offices, administrative offices, staff offices, and nearly all faculty offices. More replacements were installed this fiscal year at the Learning Resource Center and the Technology Center. The WiFi Zone provides access to students, staff, and faculty from most of the open areas of the campus. The College has increased utilization of technology in several areas since the previous Self Study.

Online learning program: As of Fall 2006, 16 percent of all enrolled students are taking an online class. The number of online students is increasing, and the goal of the College is to offer at least 30 percent of its classes and programs in a distance-learning environment (22). This increase is made possible with the implementation of quality course management systems, Moodle and MyWeb, instructor training, and a high-speed Cisco-based network.

Web-enhanced classes: Traditional on-campus classes have taken advantage of available technology. Instructors use SJCC Moodle as a simple means of disseminating information to students in a timely manner. The College purchased a campus wide maintenance service for Moodle, an open source course management system.

SJCC Portal: Through the SJCC Portal, administration and limited staff coordinate activities and manage data. The Portal is not yet available to faculty and students because it is currently under development.

Student registration: My Web provides online registration.

Class scheduling: Datatel offers an integrated scheduling system that tries to make the scheduling process more effective and timely.
Self-Evaluation
San Jose City College meets the Standard. The distribution of technology resources is managed by the new Technology Committee, which evaluates and recommends any new implementation. The Online Learning Program promotes the utilization of technology with online and web-enhanced classes. The SJCC Portal disseminates information and facilitates communications across the campus. Student registration is an area of concern for students as they encounter difficulty registering for classes. Even with the touch-tone phone registration system, students encountered problems. Currently, no system is in place for a student to get onto a wait list and then be added to a class if an opening becomes available. Further, the current system for scheduling classes is inefficient and cumbersome.

Planning Agenda
1. Provide training to faculty on the use of the College’s Portal.

2. Explore new technology to manage student registration and enrollment management.

III.C.2. Technology planning is integrated with the institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Description
Since the last self-study, technology planning has been increasingly integrated with collegewide planning. Technology planning and resource allocations are now being informed by output from program reviews, the Strategic Plan, the Educational Master Plan, the Facilities Master Plan, and the Technology Master Plan.

To assure that the theme of technology penetrated planning activities; early 2006, the college leadership charged the Campus Technology Committee (CTC) with the development of a comprehensive college Technology Plan. A first version of that Technology Plan was finalized in 2006, but proved to be an overly ambitious and complicated document. The President then charged the CTC with revising and streamlining the institutional Technology Plan for 2008-2009. This resulted in the Technology Plan 2010-2015 which contains a set of very general guiding principles to make decisions regarding technology resource allocation and planning, but it is brief in targeted action plans to mesh technological planning with institutional planning.

For the academic areas and student services, program review provides the main way for faculty and staff to identify their technological needs. These requests are then forwarded to the CTC and finance committee for revision and prioritization. These requests are forwarded to the President for final approval. The Facilities Master Plan provides input to technological infrastructure planning in large capital projects. It is unclear how the College is assessing the effectiveness of all of these requests with respect to the College’s mission and goals.

Self-Evaluation
The college does not yet meet this standard. There is little evidence that the College systematically assesses the effective use of technology resources. In other words, there has not been any formal
assessment of whether or not technology purchases and support have been effective at enhancing institutional operations or in meeting institutional needs, including learning programs and services. Moreover, because of the fast change in technology, the CTC needs to institute an annual review of the Master Technological Plan, a review that would use a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of the technology needs as well as proposing defined actions plans to meet these needs. An analysis helps you plan for the future by articulating how the organization operates right now. It can reveal trends, irregularities, limitations, and opportunities.

**Planning Agenda**

1. Methods for evaluating the effective use of technology resources need to be developed by CTC to provide more information on how technology is used across campus and to provide guidance for improvement.

2. The College Planning Council (CPC) must ensure that technology planning is fully integrated into institutional planning. Moreover, CPC needs to make sure that a systematic evaluation of the use of technology resources takes place regularly.

3. CTC needs to review the Technology Master Plan annually to include new prospective technologies and new uses of technology in teaching and learning.
Standard IIIC List of Evidence

IIIC.01 Educational Master Plan
IIIC.02 Facilities Long Range Master Plan (hard copy)
IIIC.03 Technology Master Plan_SJCC
IIIC.04 Campus Technology Committee Charge
IIIC.05 Computer and Network Use Policy_SJECCD_July 2008
IIIC.06 Campus Technology Committee Minutes
IIIC.07 Technology Leadership Group (TLG) Minutes
IIIC.08 Datatel Users Group (DUG) Minutes
IIIC.09 TrackIT Survey ITSS
IIIC.10 Workshops by Instructional Technologist
IIIC.11 Workshops by Webmaster Reprographics Services
IIIC.12 Informational Technology Services & Support
IIIC.13 Service Level Agreement_SJCC
IIIC.14 Governing Board Agenda_5.11.10
IIIC.15 Reorganization Proposal
IIIC.16 Wireless Network Server Usage_SJCC Survey 79827
IIIC.17 Inventory Report_SJCC_2006
IIIC.18 Datatel Upgrade Document
IIIC.19 Reprographics Services TrackIT_Help Desk Student Support
IIIC.20 @One Project
IIIC.21 PDD Technology Development
IIIC.22 Schedule of Classes_Spring 2010
IIIC.23 @One Workshop Training_Nazarim’s Emails
IIIC.24 @One Training Report
IIIC.25 Wireless Project Upgrades_Proposals & Minutes
IIIC.26 Focused Midterm Report_October 2007
III.D  **Financial Resources:** Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

III.D.1  The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a  Financial planning is integrated with and supports all institutional planning.

**Description**

The financial planning process is driven by the College Mission Statement: The mission of San José City College is to effect social justice by providing open and equitable access to quality education and programs that both challenge and prepare individuals for successful careers and active participation in a diverse, global society. To fulfill our commitment to student learning and to assist students of all ages and backgrounds in achieving their educational, employment, and life-long learning goals, we offer the following:

- Two-year college degrees and certificates.
- Lower-division transfer and General Education courses.
- Basic Skills and English as a Second Language instruction.
- Career and technology training.

The Mission is used as a basis for dialog to develop initiatives, strategic planning, and program review, which all feed into the annual budgeting development processes. The Finance Committee developed a budget development process requiring budget augmentation requests be linked to institutional planning, evaluation, and the Mission (42; 43).

Financial planning is an essential component of institutional planning and begins with basic annual budget development assumptions. The planning continues through the budget development process; budget adoption results in final implementation. Budget augmentation is based on assessing resource availability, an ongoing process administered by the Administrative Services Office in conjunction with the Finance Committee and District Budget Committee (1).

Each year, the District develops budget assumptions based on internal and external factors that affect revenues and expenditures. External factors include Cost of Living Allowance (COLA) from the State, growth caps, health benefit changes, required retirement contributions, lottery funding per Full Time Equivalent Student (FTES), and student tuition increases. Internal factors include step and column increases for employee compensation, collective bargaining agreements, and short-term obligations (2). These assumptions are communicated to the Finance Committee for review and discussion and then integrated into the budget development process by the Administrative Services Office.
After the budget assumptions have been made at the District level, each Division, or cost center, receives a report on its preliminary budget allocation from Administrative Services based on prior year allocations. Each Division is responsible for engaging in departmental discussion and completing the budget augmentation application.

Augmentations are based on the College Mission, strategic planning, and program reviews. If this is not the year for an area’s program review, budget augmentation requests must link to strategic planning and College initiatives. A short descriptive summary is required with the budget adjustments.

Division Deans/Directors communicate their needs to their respective Vice President (VP). The VP of Administrative Services conducts campus discussion forums to review recommendations and prepare recommended priorities. Recommended priorities are presented to the Finance Committee and College Planning Council (CPC) (3). The Administrative Services Office then incorporates budget recommendations into the adopted budget.

Self-Evaluation
SJCC meets the requirements of Standard III.D.1 and III.D.1.a. A survey conducted by the Accreditation Steering Committee shows that 36 percent agree that financial resource allocation is in fact integrated with instructional planning. It also revealed that 27 percent are neutral and 20 percent disagreed with the prompt. The Budget Development Process demonstrates financial planning is based on institutional planning.

Planning Agenda
None

III.D.1.b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description
The College annual budget development process includes a projection of Federal, State, and local revenue. Dialog regarding annual budget priorities and assumptions serve as the foundation for allocation of resources. Expenditures are projected using statutory increases for salaries and benefits and discretionary expenditures.

The College works through several drafts of the budget for the coming year, revising each draft with updated and current estimates of financial resources required to meet institutional needs. The initial budget is developed in February, and planned for Board adoption in September. Due to the recent State budget crisis, the Campus reviews budget assumptions and expenditures and revises the budget quarterly, based on assumption changes. The VP of Administrative Services provides updates to the Finance Committee (4) and prepares quarterly budget reports. The quarterly budget report is presented to the Board of Trustees and posted on the District’s website (11; 38; 39).

SJCC uses the Datatel database system to provide financial information. Each Division Dean/Director has access to financial reports and reviews their spending accordingly. Business Services
reviews spending patterns periodically and discusses budget concerns with deans and directors (5). In addition, to assist deans and directors with budget control, monthly payroll reports are available for review.

Salary and benefit increases for all regular employees are accounted for through the budget allocation process. The remaining funds are considered discretionary, with the exception of the hourly instructional budget that is managed by Administrative Services and the Office of Academic Affairs. The College has the ability to allocate discretionary funds as needed to meet operational costs each year. Requests for significant unbudgeted expenses are brought to Finance Committee for discussion (6; 7).

The California Community Colleges Chancellor’s Office establishes various campus expenditure requirements, categorical program policies, and other regulations. For example, each California Community College district is required to meet a full-time faculty obligation. This obligation changes in proportion to the growth or decline in FTES. Retirements and resignations are monitored to ensure that the faculty obligation number is met. Program reviews and strategic planning help to determine where new hires are placed, ensuring that new hires are in the best position to support the needs of the College and students.

The District is required to direct at least 50 percent of its expenditures toward instructional salaries (8; 9). In addition, categorical program funds must be spent in support of the mission of each program. For example, the Financial Aid Office receives categorical funds for operation (administration of financial aid, financial aid outreach and awareness, etc.). Some categorical programs also require a District/College contribution, or College effort. These funds must be spent and accounted for based on the mission and intent of each program and its funding (10).

District Fiscal Services may change the budget allocation of the College based on changes to budget assumptions. For example, after the first quarter of 2009, the Campus was asked to achieve a $500,000 saving by the end of the fiscal year 2009-2010. This saving would contribute to the District Ending Fund Balance in order to reach the 5 percent minimum level of contingency in 2010-2011 (11).

**Self-Evaluation**
SJCC meets the requirements of Stand III.D.1.b. The Campus’s planning is realistic in its assessments of financial resources. The Administrative Services Department closely monitors changes in the State Budget situation and maintains flexibility to adapt to changing economic conditions.

**Planning Agenda**
None

**III.D.1.c** *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*
Description
All obligations are budgeted at the District level, reported in the notes of the financial statements, and accounted for in the Debt Reserve Fund. One of the District’s more important liabilities is the Other Post Employment Benefits (OPEB) as defined in Governmental Accounting Standard Board (GASB) Standard 45 (12; 13). The District issued OPEB Bonds in 2008-2009 to pay for the liability (41). Another District obligation is the repayment of General Obligation (GO) Bonds. The largest obligations of the district are for repayment of $185,000,000 of General Obligation (GO) Bonds authorized in May 2004. The District has sold and issued $142,999,946 of GO Bonds through June 30, 2009 for the purpose of construction and renovation of college facilities (15; 16; 17). Financing and Tax and Revenue Anticipation Note (TRAN) account for the large balance of long-term debt obligated by the District. Long-term debt service is budgeted as a first priority along with other long-term liabilities.

Self Evaluation
SJCC meets the requirement of Standard IIID.1.c. An external auditor reviews this area annually. Financial reports are presented annually to the Board of Trustees.

III.D.1.d 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.

Description
The College maintains a budget development process allowing for input from each Division and constituency group. There is ongoing dialog in the Academic Senate, Finance Committee, Facilities Committee, Technology Committee, and the College Planning Council. The College Planning Council makes resource allocation recommendations to the President. Division deans submit requests for budget augmentations to their respective VP, who then prioritizes and forwards them to the Finance Committee. The Finance Committee, which is comprised of representatives from each constituency group, reviews the requests and makes recommendations to CPC. The College President receives recommendations from CPC and submits a response to the Finance Committee. Final budget augmentations are incorporated into the tentative budget for public comment, adjustment, and Board approval.

During the budget development process (19), deans and directors conduct and/or review program reviews to help determine division and departmental needs. The VP of Administrative Services conducts workshops for deans and directors in preparation for the budget augmentation process. Budget augmentation requests submitted to each respective VP are prioritized and submitted to the Finance Committee. The Finance Committee synthesizes the requests and forwards recommendations to CPC based on budget priorities, set earlier in the year, program review and District/College needs. Based on the President’s recommendations, the VP of Administrative Services, in conjunction with the College executive team, develops a tentative budget. The tentative budget is reviewed and adjusted at several levels from Directors up to the Board of Trustees. Once the Board approves the budget, each College, as well as the District Office, adopts and implements the budget for the following year.
Self Evaluation

The College, in large part, adheres to the Budget Development Process. Program reviews and District/College needs have played an integral part in requests and recommendations for budget augmentations. Both the Finance Committee and CPC have had opportunities to provide input to budget recommendations and information regarding budget development has been made available to the campus constituencies. There has been some concern that not all information is accessible to everyone in the campus community. Although there are several venues to review this information, not everyone utilizes these venues.

Planning Agenda

1. Develop a three-year strategic plan. Institutional planning will play an integral role in the budget development process. SJCC is currently engaged in developing a strategic plan for the next three years that takes into consideration the District and College mission as well as its goals and needs of the community it serves. Divisions and departments have also developed a program review calendar for all academic and support programs. All of the aforementioned will be focal points in developing the College’s budget from year to year.

2. Continue reviewing the budget quarterly budget as a result of the financial crisis in the State. The College will continue to review the budget situation quarterly and adjust accordingly (38, 39). In addition to maintaining efficiency and compliance with external funding agencies, the College will explore options to optimize efficiencies in effect, ensuring spending within its means. For example, the District Information Technology Support Services team has introduced a Green Initiative that calls for a significant reduction of paper usage. As an alternative to paper usage, the District/College communities are being encouraged to make more use of technology while printing less. Monitoring the budget, revenues and expenses, more frequently will help to ensure that the district and college funding levels are sufficient to meet regular obligations and cover liabilities.

3. Make information and documents concerning the budget development process more visible and accessible. The Finance Committee and others have developed plans to address these concerns. The Administrative Services Office will be conducting periodic budget forums to present information and answer questions regarding the budget (18). These budget forums will be open and available to all constituency groups including students. Based on input from the budget forums as well as the Finance Committee, CPC and others, the Finance Committee will revisit the Budget Development Process toward the end of each year and revise it accordingly.

III.D.2 To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
The District Fiscal Services Office is responsible for coordinating the development of the District’s annual budget. The District Budget Committee recommends budget policy and budget scenarios to the Chancellor’s District Council (CDC). The District Budget Committee reviews the prior year’s activity, considers any policy changes and reviews revenue and expenditure scenarios based on the latest information from state and local sources (33; 34).

The district uses Analytic as budget software during budget process. Position and expense data are loaded to Analytic at the beginning of the budget process. Reports are sent to the campus administrative office for review. The campus Administrative Services Office prepares position and any other budget changes and submits them to the District Office in order to update Analytic (20). The campus Finance Committee is the shared governance vehicle used to process requests for budget allocations. Budget augmentation from faculty and staff are forwarded to their respective deans/directors. After prioritizing the requests, they are forwarded to the respective VPs for further prioritization. All requests are forwarded to the Finance Committee for review and recommendations are sent to Campus Planning Council.

Independent external auditors conduct the annual independent financial audit. The audit report is presented to the public at the December Board meeting and posted to the District website. Any findings that are discovered during the audit are communicated to the appropriate parties. Correction plans are discussed immediately and implemented (21; 22; 23).

San José City College meets the requirements of Standards III.D.2 and III.D.2.a. The Campus allocates resources based on program review and strategic planning. The College President and Vice President of Administrative Services conducts open forums during the year to engage campus wide budget discussions. The intention of holding the forums is to make the planning and budget development process as transparent as possible by informing, educating, and receiving input from the Campus community. The annual external audits have shown that the District is consistently in compliance with generally accepted accounting principles and presents its financial statements and budget documents fairly with respect to all material.

1. Work to improve institutional planning, evaluation, and dialog between all constituencies and distribute information during the budget development process more effectively.

SJCC uses Datatel as the financial information system for daily operations. All division deans and directors have access to their departmental financial data. Purchase requisitions are prepared online and have built-in control mechanisms that require a valid account number, availability of funds and appropriate approval authorization(s) before a purchase order can be prepared. The Campus Administrative Office meets with division deans and directors periodically to review financial reports and address foreseeable issues.

Self-Evaluation

Appropriate financial information is provided throughout the institution.
The College meets this standard. Financial information is provided throughout the institution by campus-wide forums, department meetings, and online. The Campus Administrative Office provides computer training periodically to ensure division staff know how to run financial reports from the online system. In addition, State and Campus budget information is posted on the college website.

**Planning Agenda**

1. Continue updating the campus website for budget information and conduct more campus-wide forums.

**III.D.2.c** The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

**Description**

The District receives its revenues from three major sources: federal revenues, State revenues, and local revenues. All revenues are maintained at the District level and distributed to the Colleges based on the approved annual budget. Through careful planning and budgeting, the District has historically maintained an adequate cash flow and sustains reserves to ensure fiscal stability. The Board of Trustees has a policy of maintaining a 5 percent reserve for General Fund Operations.

The District’s financial review cycle results in monthly analysis of financial condition and related cash flow at the management level (36). Formal reviews of the financial condition of the district are prepared at the end of each fiscal quarter (38; 39). Each of these documents present forecasts of year-end revenues and expenditures and related cash flow.

The last three years’ ending balances of the general fund (Fund 10) were as follows:
- 2006-2007: $11,229,365
- 2007-2008: $7,078,090
- 2008-2009: $6,395,593

These amounts are sufficient to maintain a reserve of 5 percent. This reserve level has been achieved in each of the recent budget years, as is evident from the annual and quarterly reports. The 5 percent target is well within the California Community Colleges Chancellor’s Office guidelines for a healthy, viable, unrestricted reserve. All reserves are maintained and accounted for at the District level. The District maintained the 5 percent reserve level for 2008-2009 through reductions in programs modification of employee medical benefit programs to offset some of the increased benefit costs.

The District participates in the Tax Revenue Anticipation Notes (TRANS) each year if needed for cash flow purposes. TRANS enables the District to borrow cash in anticipation of receipt of property tax revenue collected after the start of the fiscal year (35).

The District Vice Chancellor of Administrative Services protects and preserves the people and assets of the District. Safety training and frequent monitoring for potential safety issues is also a major component of the Risk Management function. OSHA compliance and careful oversight of
any claims against the District are also part of Risk Management accountability (23, pp. 38-39, 60). The District maintains adequate insurance on property and liability. The lines of coverage and relevant deductibles are summarized and updated periodically in the Insurance Coverage Summary, which is made available to the appropriate managers and staff as needed.

Self-Evaluation
Every attempt is made to operate under a balanced budget. The District was able to maintain a 5 percent reserve in the last three years. The financial health of the District was affirmed when the second series of bonds for Measure G in 2004 received a Standard and Poor’s bond rating of AA-. The rating is based on the strength of the local economy, the financial management of the District, and the minimal amount of debt the District carries.

As a result of the new requirements of the Governmental Accounting Standards Board (GASB), the District conducted an actuarial analysis of the obligation it has incurred for future medical costs for retirees. This analysis was conducted in September 2007 and indicated that the total un-funded medical costs for retirees and future medical costs for active employees vested for retiree benefits was about $48 million. The district sold OPEB bonds to fully fund this liability. The District has no funds set aside for the future costs of medical care for retirees.

Planning Agenda
None

III.D.2.d 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.

Description
The District Controller and the College Vice President of Administrative Services are responsible for ensuring that the campus finances are managed according to the District policies and procedure, State, and federal regulations (40). External auditors are hired to conduct annual financial audits. They indicate District spending is in accordance with generally accepted accounting practices (21; 22; 23).

The College uses Datatel financial management software to manage financial information. The Administrative Services Office monitors financial transactions. All spending must be approved by Division deans/directors, then forwarded to the Administrative Services Office for further processing. The District has implemented a purchasing procedure requiring that purchases over $750 must use the requisition process and encumber funding in advance. Direct payment requests can be made for purchases under $750 as no purchase order is required (24).

Self Evaluation
The College meets this Standard. However, purchases under $750 that do not require a purchase order might cause overspending at year-end as not all Divisions keep accurate records to avoid overspending. In addition, faculty and staff do occasionally spend funds without approval from Division deans/directors. Recently, questions were raised regarding previous operating practices.
in the District. Campus Administrative Services performs diligent reviews for spending requests; more thorough reviewing procedures are planned. An independent investigator is appointed by the Board of Trustees to examine issues relevant to expenditure practices.

**Planning Agenda**

Better budget management in individual divisions is necessary to avoid overspending. The business office recommends that Deans/directors stress the importance of obtaining prior approval by faculty and staff for all purchases. This should minimize overspending at year end. Deans and Directors will be reminded in the administrative meetings periodically of this procedure.

**III.D.2.e**  
*All financial resources, including those from auxiliary activities, fund-raising efforts and grants are used with integrity in a manner consistent with the mission and goals of the institution.*

**Description**

Both the District and the Foundation are subject to annual audits. Each received unqualified opinions from the external auditor, Vavrinek, Trine, Day and Co., LLP (25; 26). The Foundation raises and manages funds in a variety of forms for the benefit of the College and its students (37). All categorical programs are monitored by the designated deans or directors to make sure that the funding is spent according to the grant guidelines. Additionally, all grant spending is reviewed and approved by the campus Business Office and by the District Fiscal Services (27; 28).

**Self Evaluation**

The College meets this Standard.

**Planning Agenda**

None

**III.D.2.f**  
*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.*

**Descriptive Summary**

Department managers review contracts to make sure they support the institution’s mission and goals. Contractual agreements are submitted to the Vice President of Administrative Services for approval (29; 30; 31; 32). The authority for approval of the contract depends on the contract amount. Generally, the College Business Officer signs contracts up to $11,400. The Campus President signs contracts up to $38,000 and the Chancellor signs those up to $76,000. Contracts over $76,000 require prior Board approval.

**Self-Evaluation**

The College meets this Standard.

**Planning Agenda**

None
III.D.2.g The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Description
The day-to-day operations of the Datatel Financial System (DFS) are monitored and evaluated by the information technology staff (ITSS). The District Controller and the accounting staff also review the system for accurate reporting. The District budget process is monitored and evaluated by the District Budget Committee. The Committee is chaired by the Vice Chancellor of Administrative Services and includes representatives from each constituency of shared governance in the District. By conducting periodic audits of financial statements and related data, the Audit and Finance Committee of the Board of Trustees evaluates the overall financial status of the District. The Vice Chancellor of Administrative Services forwards concerns from the Audit and Finance Committee to the District Budget Committee for consideration. Three members of the Board sit on the Committee, one as the chairperson.

Self-Evaluation
The current financial system provides an effective means of keeping current on the financial status of the District. Financial reports are complete and accurate, giving a clear picture of the District’s financial condition. Budget-to-actual comparisons are available, assuring close control over expenditures.

Planning Agenda
None

III.D.3 The institute systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Description
The College uses program review to assess the effective use of financial resources. Any additional resource requests must link to program review and strategic planning. The single largest expense in the District is for instructional cost, which is primarily driven by Schedule of Classes. The Vice President of Academic Affairs oversees and controls scheduling based on anticipated enrollment and budget.

Self Evaluation
The College meets this Standard. However, not all program reviews are current. When Departments do not have a current program review to demonstrate their needs, their augmentation request will not be considered.

Planning Agenda
1. Ensure that program reviews are current. The VP of Administrative Services will stress the importance to all deans/directors to maintain current program reviews, especially when budget augmentation requests are needed.
## Standard IIID List of Evidence

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Standard IV Members
Jesus Covarrubias, Ethnic Studies Instructor
Faith Ettinger, Counseling Department
Christopher Frazier, Academic Senate President & Math Instructor
Dr. Romero Jalomo, Dean of Special Programs & Counseling
Rosalie Ledesma, Office of the Chancellor
Beverly Lynch, Business Services
Isabel Macias, Executive Secretary to the President
Leslie Rice, ESL Instructor, RWC Lead Instructor

Students:
Autumn Gutierrez, Student Trustee
Ryan Keenan, Student
Kelly Melock, Student
Elisha St. Laurent, Student
IV: Leadership and Governance

IV Leadership and Governance: The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

IV.A Decision-Making Roles and Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.

IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take the initiative in 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 discussion, planning, and implementation.

Description
San José City College encourages all constituency groups to participate actively in improving College programs, services, and student learning. Each Campus constituency has an organization through which it can express concerns or propose ideas for improving the effectiveness and environment of the College. The Campus also has several multi-constituency standing committees that are a source of input for College matters. Examples of these include the College Planning Council (CPC), the College Finance Committee, and the College Technology Committee (CTC). Recently, the Student Success Committee was created to focus on promoting new strategies to serve SJCC students; a new Safety Committee was created to satisfy requirements of the Federal Emergency Management Agency; and, when needed, campus forums are created to facilitate the exchange of ideas (1). A good example of this latter strategy is a recent planning meeting organized in a town hall format, which provided opportunities for constituents to express their ideas about the best strategies to help our students (2).

The campus has four major bodies of constituents:

Staff: The leadership group for classified staff members is the California School Employees Association (CSEA). CSEA selects representatives to serve on committees during monthly meetings. CSEA advocates for the interests of its members, and plays an active role at the College and district level.

Administration: The President meets weekly with Vice Presidents and monthly with the entire administrative team to prioritize goals and discuss progress on existing projects and issues. The Vice Presidents meet weekly with the Directors and Deans under their supervision (3).

Faculty: Academic Senate and other academic committees provide faculty with a voice in all aspects
of College operation. The Academic Senate’s primary function is to make recommendations with respect to the academic and professional matters outlined in AB1725 and Title 5 of the California Code of Regulations. Some committees operate exclusively under the umbrella of the Academic Senate. Among these are the Instructional Policies Curriculum Committee (IPCC), which develops policies regarding curriculum and academic standards (4), and the newly created Student Learning Outcomes Assessment Committee (SLOAC) which recommends and guides the assessment activities of the college.

Students: The Associated Students (AS) is the student part of shared governance of the college. The AS administrative council is the governing body of the AS and it appoints students to serve on various Campus and district committees. AS hears concerns and proposals directly from the student population and is essential to improving student learning. The Administrative Council, made up of students, provides the student body with a direct voice in determining the direction of the College (5).

The College is committed to continuous improvement. Since the last self-study, the College supported The Teaching and Learning Center (TLC) (6), allocating 40% reassigned time for the Center coordinator. The TLC provided assistance to faculty with curriculum, design of student learning outcomes, and professional development. The Center also sponsored workshops on writing, student-centered instruction, classroom assessment techniques, and strategies to increase student commitment. Recently, during the fall 2009, the reassigned time dedicated to the TLC was shifted to a Student and Learning Outcome Coordinator to lead, along with the IPCC, the effort to develop the institutional and program learning outcomes. At the same time, through an effort from the Chancellor, the Board of Trustees and the president, the institution was able to join the Achievement the Dream Initiative (ATD), a well-known national initiative to increase the success of community college students (7). This initiative will help the institution deepen its commitment to increasing student success, expanding the culture of inquiry and evidence, and creating proven strategies for addressing some of the substantial achievement gaps evident in subgroups of the student population.

Self-Evaluation
The College meets the requirements of this Standard. The college has clear structures for leadership for all of its constituencies, including staff, administration, faculty, and students. The staff, faculty, and administration foster an environment of mutual respect to encourage thoughtful interaction and improvement of the college and its programs. Multiple avenues exist for constituencies to be involved in the life of the institution and to contribute ideas for improving institutional planning, stimulating innovation, and empowering the students. This dialog adds a sense of community in student learning endeavors. The Accreditation survey results reveal that members of the college feel the campus creates an environment that encourages participation in improving student services, learning opportunities, and programs:

- 69 percent agreed or strongly agreed “administrators/faculty/staff members have adequate opportunities to engage dialog about improvement of learning.”
- 61 percent agreed or strongly agreed “the faculty, curriculum committee, and appropriate administrator are relied upon for recommendations on learning program and services.”
- 64.6 percent agree or strongly agree that seeks input from relevant constituencies when
reviewing instructional programs and student services (8).

Planning Agenda

1. Explore additional external funding for professional development opportunities for all employees. Strengthening professional and leadership development opportunities for all employees will improve innovation and provide a sense of empowerment, leading to improvement of programs and services.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Description

SJCC encourages input from all its members in the decision-making and implementation process (9). The College Planning Council (CPC) is the shared governance body charged with advising the President on issues such as institutional planning and budget allocation; it is the body that is charged with review and advice on planning matters, it also is the primary place to address most campus educational programs and service concerns: it reviews all the reports and recommendation from collegewide committees, including the Finance Committee, College Technology Committee (CTC), Facilities Committee (FC), and the newly created Student Success Committee (1). All of these standing committees include representatives from all the constituencies of the college: the committee charges include a membership with equal numbers of representatives from faculty, classified, administrative staff and students (10). One or two ‘non-voting ex officio’ members may sit in each of the standing committees. Any member of the college community, through their representatives, can add an item to the CPC agenda.

The President’s Council is the primary leadership group for the administration. It is composed of the President and the Vice Presidents of Instruction, Administration, and Student Services. The council discusses college strategic planning, budget, student success, and general operations. Vice Presidents, Deans and, Directors also convene weekly administrator meetings. The President encourages administrators to take the initiative in their areas, holding them accountable to the college’s objectives (3).

Classified staff members serve on college committees when their expertise is needed or when the committee deals with a shared governance issue. The CSEA President meets with the college President, sits on a number of standing committees, and appoints representatives to the CPC. The CSEA President can ask questions and receiving responses to agenda items during Board of Trustees meetings. The classified staff has chosen not to have a “Classified Senate,” so they rely on the CSEA as their voice (11).
Students participate in shared governance through the Associated Students (AS). The AS President and its Administrative Council are jointly responsible for appointing student representatives to standing committees (12, p. 23). The students elect a student Trustee every year that attends all Board of Trustee meetings. While the student Trustee can cast an advisory vote, the vote is not included in the final count to approve any measure before the Board (13, p. 3).

Faculty members participate in shared governance through the Academic Senate, which assumes primary responsibility for making recommendations to the Board. By virtue of their contract (14, p. 60), faculty are obligated to participate in college service capacities, include participation in program planning, screening committees, and activities of the Faculty Association (FA). The FA representatives may sit on the district and committees.

Self-Evaluation
The requirements of this Standard are met. The college has clear structures for leadership, including many examples of effective, participatory decision-making. There is general agreement that the processes for strategic planning, for reviewing the Mission, and for updating the new Master Education Plan provided ample opportunities for participation (15, pp. 15-30). The Finance Committee and budget process are strengthened through the increased collaboration and transparency in decision-making that results from broad participation of all constituencies (16). Faculty participation in all aspects of governance is welcome. In practice, however, some faculty choose to focus on instruction rather than participation in shared governance activities. Classified staff and student participation is sometimes limited. In the case of the classified staff, the lack of participation is usually due to job requirements. For students, participation is inconsistent, often because of family and work obligations.

Planning Agenda
1. Find mechanisms to increase student, staff and faculty participation in shared governance. Consider granting credit to students via service learning or work-study programs in order to increase their participation in governance and leadership activities.
2. Write a manual on shared governance in order to revitalize interest on institutional governance and to increase communication about the work of standing committees.

IV.A.2.b. The institution relies on faculty, its Academic Senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Description
Board policies and regulations state: “the Governing Board will rely primarily upon the advice and judgment of the Academic Senate on all policies and procedures related to Academic and Professional Matters” (13, p. 30). For recommendations regarding student-learning programs, the college relies on faculty, through the Academic Senate, its curriculum committee, and other subcommittees. Nonetheless, the Senate is expected to provide opportunities for staff and students to participate in the development of policies and procedures that may have an impact on them (17; 18). The Academic Senate is charged with the following professional and academic matters (one-through eight; AB1725 and Title 5 California Regulations):
1. Curriculum, including establishing advisories, prerequisites, and placing courses within specific disciplines
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. District and college governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes, including self-study, and annual reports.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Any other matters, as mutually agreed upon.

The college supports the work of the Academic Senate, with 50 percent compensated release time for the Academic Senate President, and a half-time administrative secretary. The Chair of the Curriculum Committee receives 20 percent release time (19). The college also funds 60 percent release time for a faculty member charged with guiding the project to incorporate SLOs into all curricula. In total, the college provides 13.0 percent full-time equivalent faculty paid release time for governance, program coordination, and negotiations activities (20).

The senate is the organization that appoints faculty to serve in the standing committees. The Instructional Planning Curriculum Committee (IPCC) is a senate consultation committee where faculty discuss curriculum matters and submit modifications and updates to course outlines. The IPCC meets weekly and a faculty member acts as its Chair (21). Additional members include faculty from various disciplines, two staff members, and the Vice President of Academic Affairs. The committee reviews all curriculum proposals, deciding matters such as course numbering, description, hours/units, and prerequisites (4). The IPCC coordinates with the Curriculum Committee of EVC, SJCC’s sister college, to ensure there is consistency between SLOs, as a common core transfer curriculum is an objective of the colleges and the district.

Since 2002, all new and revised courses have been required to have SLOs. The primary reference document used for development and revision of curriculum is the Curriculum Guide, which documents the roles and responsibilities of college faculty and administrators in the curriculum process (22). The Curriculum Committee shows a high degree of collegiality and is an example of the district’s commitment to innovation and participatory governance. Most faculty members are aware of the role of the Academic Senate, following the established processes for participation in academic and professional matters. However, if the administration and the Academic Senate disagree on any college initiative or the implementation of a policy, no formal mechanisms exist to consult with the Board of Trustees on the matter. One example of this problem involves the Basic Skills Initiative (BSI), over which there was disagreement on its implementation and priorities. The district decided to use BSI funding to both identify institutional barriers to student success and to change institutional practices that impede the success of all students, rather than in the implementation of effective practices identified by the BSI Consortium or by the faculty at the college. This decision from the district was not supported by many faculty and staff involved
in basic skills instruction (23), and some of the faculty saw this as a clear interference with the primary role of the faculty in academic and professional matters (24).

Self-Evaluation
The requirements of this Standard are met. The college has many examples of effective decision-making that are anchored in student learning. There is general agreement that the curriculum approval process is effective, as is the process for recommending new full-time positions. Faculty’s input pertaining to curriculum and SLOs is respected. Most faculty members are aware of the role of the Senate and follow the processes established for participation in academic and professional matters. Results of the Accreditation Survey show positive response to the prompt: “Faculty, curriculum committee, and appropriate administrators are relied upon for recommendation on learning program and services.” 13.5 percent of respondents “strongly agree”, 48 percent “agree”, and 19 percent did not answer the question (8). Although faculty are the only group in the college that designs, writes, and forwards SLOs, some faculty are not as familiar with the process to create course and program learning outcomes or the importance of SLO assessment. The difficulty in coordinating the ongoing revisions of the curriculum between the two colleges also delays the updating of courses (25).

Planning Agenda
1. Develop a handbook that explains in full detail the curriculum process. This handbook may also contain material about the development and SLOs for courses, certificates, and programs, and for their rigorous assessment. This can be complemented with a website that includes additional support resources, such as a brief presentation and handouts explaining how to create program learning outcomes for courses and how to align these outcomes with institutional learning outcomes.

2. As a way to strengthen its essential role in student learning, the Academic Senate will develop an annual survey to ensure their effectiveness in meeting this objective. The Academic Senate will communicate the results of this evaluation to the college community and use the results as a baseline for potential improvements.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Description
The Board of Trustees charges the campus with creation of an organizational chart, along with a Mission and Vision Statement aligned with the district’s Mission Statement (9). In fall 2008, during Curriculum Planning Committee (CPC) meetings, administrators, faculty, and staff met, discussed, and revised a Mission Statement to best reflect the college’s goals, ideals, and processes for achieving student success (26). The college’s governance structure facilitates the participation of all the segments of the college. Administrators, classified staff, faculty and students are invited to participate in decision-making.

Shared governance committees are in place, with representatives from each constituency, to
develop processes, suggest changes to regulations and policy, and work with appropriate senates to suggest, share, and develop support on all issues (1). There is an Associated Students (AS) body, with elected representatives from throughout the campus responsible for addressing student issues (5). Participatory governance structures, processes and practices are both encouraged and continuously tested by all participants in these officially recognized constituency groups. Additional college participatory practices include leadership summits, faculty forums, division meetings, instructional improvement activities, convocations, and retreats for faculty and management. Most of the information is shared by committee chairs via email to all the members of the college (27). Some have noted that communication has become less effective as the number of committees has increased.

A prime example of the college’s commitment to collaborative participation is the growth in college Full Time Equivalent Students (FTES) in the last years. Until four years ago, the district had been struggling for many years to maintain a base level of enrollment at approximately 14,500 FTES. To solve this problem, the Chancellor teamed up with the college Presidents, the Faculty Association, the Academic Senates, and others in the shared governance system to reach out to the community with expanded educational opportunities and improved services to the students. This collaborative effort was very successful. The district reported record total enrollment to the State each year, culminating with 15,298 FTES this year, which included 214 over-cap (unfunded) FTES (28; 29).

**Self-Evaluation**
The requirements of this Standard are met. The current governance structures, processes, and practices are clearly defined. Faculty, students, and staff are informed of their respective roles in participatory governance. These activities encourage dialog and reflection. However, with the recent creation of new committees, communication has become less effective. Also, with the most recent cut in the workforce, many classified employees are concerned about the lack of consultation and their role in shared governance.

**Planning Agenda**
1. Develop a clear and more efficient mechanism to share, exchange and act on information. The increased number of committees in the last four years challenges communication. The college needs to make more progress toward ensuring that all constituents feel empowered and engaged in planning, policy, budget development, and decision-making.

**IV.A.4.** *The institution advocates and demonstrates honesty and integrity in its relationship with external agencies. It agrees to comply with accreditation commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the commission.*

**Description**
The college complies with the standards, policies, and guidelines of the ACCJC as evidenced by the 2007 Midterm Report and the last full accreditation process in 2004 (30; 31; 32). In the Midterm Report (2007) and the Focused Midterm Report (2008), the college responded expeditiously and
honestly to all recommendations. The college also meets the Commission requirements for public
disclosure as an accredited institution by publishing information about the Accrediting Commission on
the college webpage (31) and in the catalog (12, p. 9). Additional Commission requirements for self
study and other reports have been met, as shown by this document and by compliance with outcomes
from previous accreditation cycles (31; 32). The college has been well prepared for team visits.

In addition to meeting ACCJC requirements, many programs in the college also adhere to
requirements of outside agencies, including the Dental Education Commission and the California
Commission on Teacher Credentialing (33). SJCC was also evaluated during spring 2009 by a
team to determine compliance with the Americans with Disabilities Act (ADA) (34). On Feb 17,
2009 the Office of Civil Rights visited to review various aspects of the college’s compliance with
the ADA. The effort was coordinated through the Office of Administrative Services in collaboration
with the district Human Resources Office. Teams were formed, a report template completed for
each group, and the results were reviewed with the Vice President of Administrative Services and
the district Director of Employment Services. A single, comprehensive document was drafted and
submitted (35). The campus was encouraged to create a pregnancy policy to assist students during
pregnancy. The Campus was encouraged by the resulting Student Services Technical Assistance
Site Visit report to modify the current CalWorks student progress report to maintain student
confidentiality and to establish a computer lab funded through CalWorks on the second floor of the
Student Center (36, p. 6).

The California Community college Chancellor’s Office requires SJCC’s categorical programs to
undergo a review of their program offerings and outcomes (EOPS, CARE, DSPS, Matriculation,
and Calworks) (35; 36). The college works closely with the state Department of Education and
other federal agencies in administering grants and collaborates on articulation matters with the
Sacramento County Office of Education. Most recently, the college completed a safety plan and
filed a report with the Federal Emergency Management Agency (37).

Self-Evaluation
The requirements of this Standard are met. The college has been responsive to accrediting guidelines
and responds comprehensively to previous recommendations. The college has demonstrated that
it communicates honestly and openly with external agencies and works with the Accrediting
Commission to comply with standards, guidelines, and policies.

Planning Agenda
None

IV.A.5. The role of leadership and the institution’s governance and decision-making structures
and processes are regularly evaluated to assure their integrity and effectiveness. The
institution widely communicates the results of these evaluations and uses them as a basis
for improvement.
Description
In 2005 and 2006, the college carefully evaluated its budget-making process and the role of the Finance Committee (16). As a result, substantial changes took place and now all allocations of discretionary funds are appropriated through the work of the Finance Committee (see standard IB3). Furthermore, the recommendations of the Finance Committee are forwarded to the College Planning Council (CPC) and then passed to the college President for final approval (38). When it comes to other shared governance and decision-making groups, however, the college has not regularly reviewed the effectiveness of its governance structure and the role of leadership.

Self-Evaluation
The current governance process has been implemented successfully at the college for many years. Faculty, staff, and administrators have worked diligently to ensure the effectiveness of the process. Nonetheless, the college has no formal tools or procedures in place to evaluate the integrity and effectiveness of the college’s governance and decision-making structures and processes. In the Accreditation Survey, community concerns were evident in the response to the prompt “The role of leadership, governance, and decision-making are evaluated and results are used for improvement.” 7.5 percent of the respondents “strongly agree,” 34 percent “agree,” and 29 percent did not answer the question (8).

Planning Agenda
1. Develop a reliable and formal evaluation that is used on a regular basis to test the effectiveness of governance and decision-making processes. The administration and the Academic Senate will develop an annual schedule to review shared governance systems. Chairs of the standing committees and the president of the Academic Senate need to provide a report to the college president and to CPC of the goals set and achieved during the year. Evaluative activities need to be an essential part of the culture of the college.

2. The administration, Academic Senate, and classified staff need to collaborate on a yearly survey for all the constituents pertaining to the decision-making processes and shared governance structures. Moreover, all standing committees need to perform self-evaluation. The Associated Students needs to design a survey to poll its constituents.
Standard IVA List of Evidence

IVA.01 Standing Committee Charges
IVA.02 Strategic Planning_Focus Group Summaries Fall 09
IVA.03 Executive Team Agendas
IVA.04 IPCC Charge
IVA.05 Associated Students Constitution_SJCC
IVA.06 Teaching Learning Center
IVA.07 Achieving the Dream
IVA.08 Accreditation Survey Results_Jan 2010
IVA.09 Organizational Chart_CPC Minutes_4.9.10
IVA.10 Student Success Committee Charge
IVA.11 California Schools Employee Association_Chapter 363
IVA.12 College Catalog_San Jose City College_2009-2010
IVA.13 Board Policy_Board of Trustees
IVA.14 Faculty Association SJECCD Contract_2006-2009
IVA.15 Educational Master Plan_MAAs
IVA.16 Budget Development Process_SJCC
IVA.17 AB 1725
IVA.18 Local Senates Handbook_Part I
IVA.19 Full-Time Faculty Release Time_3.9.10
IVA.20 Student Learning Outcome and Assessment Coordinator
IVA.21 IPCC Calendar_Spring 10
IVA.22 Curriculum Review
IVA.23 Basic Skills Initiative_Disagreement on Implementaion
IVA.24 Basic Skills Committee_Funding Requests
IVA.25 District Curriculum Dialog_Shared Courses
IVA.26 College Mission Statement
IVA.27 College Participatory Practices
IVA.28  SJECCD Newsletter_June 2009
IVA.29  Board Summary_June 9, 2009
IVA.30  Focused Midterm Report_10.15.07
IVA.31  San Jose City College Homepage
IVA.32  Accreditation Reports from 2004-2008
IVA.33  State & Local Agency Requirements
IVA.34  On-Site Civil Rights (OCR) Review
IVA.35  Categorical Programs Self Evaluation_10.31.2008
IVA.36  Categorical Site Visit General Summary
IVA.37  FEMA Report
IVA.38  Finance Committee Charge
IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

**Description**

The Board of Trustees is an independent policy-making body that reflects the public interest in its activities and decisions. Board policies are outlined in Chapter 2 of the policies handbook (1). In accordance with the California Education Code, the Board of Trustees may initiate and carry out any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law, and which is not in conflict with the purposes for which community college districts are established. The Board welcomes open discussion and provides opportunities for members of the staff and the public to address the Board.

The policy also requires the advance posting of agendas, establishes a protocol for public comment on agendized and nonagendized items, and requires the keeping and preservation of minutes of all Board meetings. The Board has the ultimate authority for all decisions under Education Code section 70902 and the 100 series of Board policies. The Board delegates to the Chancellor the implementation of policies and day-to-day operations, and the Chancellor delegates to others within the district/colleges. The Trustees hold monthly meetings to solicit and discuss input from the colleges and the public. All decisions of the Board of Trustees must be passed by majority vote before any action is taken. The Board as a group will act only upon the majority decisions of its members. The Board makes decisions informed by comments, reports, and recommendations from members of the public, staff, college presidents, academic senate and union presidents, all of whom attend Board meetings. Once the Board reaches a decision, it acts as a whole. The Board rotates its President and Secretary annually (1, pp. 1-2, 9, 17, 19, 22-23, 25-26, 29, 32).

Board meetings are regularly scheduled every other Tuesday (2). Closed sessions are generally scheduled prior to both regular and workshop meetings. All Board meetings provide an opportunity for the public to address the Board during public comments, and interested parties can also request a place on the regular agenda.

**Self-Evaluation**

The requirements for this Standard are met. Board members are elected by area, assuring fair representation for the public. The Board is consistent in adhering to the requirements set forth in the State Education Code (70902) and its own rules and regulations regarding its size, duties, responsibilities, structure, and operating procedures. On the Accreditation Survey, in response to the prompt “the governing Board acts in a manner consistent with policies and bylaws and evaluates them,” respondents answered in the following fashion: 1.5 percent “strongly agree,”
percent “agree,” and 28 percent “disagree,” with 25 percent of the respondents not answering the prompt. This lack of opinion could reflect a lack of general involvement in the high-level policy function of the Board.

Planning Agenda

1. Distribute more widely a summary of the actions by the Board every semester to all the members of the college. Policy and procedure manuals should be accessible, useful and up-to-date.

IV.B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Description

Consistent with the district’s Mission, the Board holds itself responsible for ensuring that every student has the opportunity for the highest quality education within the fiscal limitations of the district. Board policy establishes several goals that guarantee the quality, integrity, and improvement of student learning programs and services. The mission and goals of the district are outlined in its 2007-08 Board Priorities and Chancellor Goals.

The Board regularly monitors education programs and services through retreats, workshop sessions, and reports and presentations made by the programs. Board decisions adhere to federal, State, and local policy and guidelines. The Board reviews and approves the mission statements of the colleges. It also reviews and approves curriculum recommendations from the curriculum committees. The Board regularly receives presentations from faculty and staff involved in college programs and reviews reports from the Office of Research and Institutional Effectiveness (RIE).

The Board is also directly responsible for guaranteeing the college’s institutional integrity and financial health. The Board hires outside audit firms to conduct annual audits of the district finances. The Board has its own Audit Committee, and receives and discusses quarterly financial reports at its meetings. The Board and district have created the District Budget Council, chaired by the Vice Chancellor of Administrative Services, as a shared governance group to provide access, oversight and direction to the development of the budget. Moreover, in accordance with state law, the board has established a Citizen Bond Oversight Committee to provide accountability for Measure G monies. Fiscal reports related to bond funds and to the development of college facilities are given to the Board both in workshops and as items on the Board agenda. The Board is currently working on a revised master plan schedule for the implementation of construction of projects. The Board has also created the District Retirement Board to govern the district’s compliance plan relating to Governmental Accounting Standards Board (GASB) statements 43 and 45. These accounting standards require college district to treat unfunded benefit obligations on an accrual basis. These statements recommend reporting and funding guidelines for Other Post-Employment Benefits (OPEB) (i.e., retiree medical, dental, and other benefit plans provided to eligible employees and retirees).
Trustees advocate for the district and its colleges at the local, state and the federal level. Board members occasionally attend campus events and forums and have expressed openness to hearing staff concerns. Institutional practices are reviewed during the annual planning retreat (12).

Self-Evaluation
The district Mission Statement affirms its commitment to broad educational opportunities for all students. The Board is committed to fulfilling its financial, legal, human resource, operational and obligations to support the educational programs developed by the colleges. The Board policies and bylaws are amended to address changes in the district’s operation, changes in law, and changes in the needs of students (1, p. 25). Board oversight of the district’s financial health is ensured through quarterly budget reports prepared by the Vice Chancellor of Administrative Services. The Board must approve all appropriation from the general funds budget. The district is accountable for all legal and fiscal practices. The Board is an independent body whose actions are final and not subject to the actions of any other entity. However, with the reduced state budget and the county deficit, concern has grown about the financial stability of the colleges (13, pp. 8-9). Indeed the top issue of concern in the master planning survey in April 2010 was the financial stability of the college. This view is to be expected given the continued reduction in state and local funding compounded by increased costs for employee benefits, employee salaries, insurance, utilities, etc. and the demand by more students to enroll in the college. In fact, reserves of the general fund have decreased in the last six years, from a reserve of 14.6 percent in 2006 to a reserve slightly larger than 5.2 percent in 2010.

Planning Agenda
1. Develop a more concerted effort by the Board to address some of the funding gaps in college support services to ensure the educational integrity of programs at the college.
2. It may be necessary for the Board to identify those core areas and programs that support more directly the mission of the district as well as to evaluate carefully the financial impact of past budget decisions.

IV.B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Description
Policies specifying the Board’s size, duties, responsibilities, structure, and operating procedures are specified in the Board Policies, which are posted on the district’s website. Board Policy speaks to the organization and authority of the governing Board, including a list of officers, the selection of student trustees, election districts, and meetings of the Board (1, pp. 2-9, 11-15). Printed copies of the Board Policies can be found in the college libraries, the district Chancellor’s Office, and the college President’s Office. The Board has also adopted a new paperless solution (BoardDocs) for the publication of board packets that has increased access and has improved the way the meetings are conducted (48).

Self-Evaluation
The policies related to these matters are published and are reviewed and revised as needed (1, p. 25).
**Planning Agenda**

None.

**IV.B.1.e** *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

**Description**

A few years ago, the Board launched a new process to update its policies, subscribing to the Community College League of California (CCLC) policy update service to keep those policies updated (14). The update is done by following the templates of the CCLC and reviewing similar policies from other community colleges. This process is ongoing. Any changes proposed to Board policy are published on a Board agenda and in subsequent minutes of the Board. Most recently, the Subcommittee on Board Bylaws and Policies has been meeting frequently to review and update the Board policies regarding district travel, expenses, and other areas (15; 16). New policies are reviewed and revised as necessary and by appropriate constituencies; they are then presented to the Board for approval. More recently, the Board has reviewed policies about travel and travel expenses by employees (Chapter 6) as well as policies about Human Resources (Chapter 7).

**Self-Evaluation**

As necessary, the Board reviews and revises policies following internal discussion and with input from constituency groups. This is a slow process due to the cumbersome nature of reviewing revisions with all of the relevant constituency groups.

**Planning Agenda**

1. Set a four-year rotating schedule for updating Board Policies.

**IV.B.1.f** *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

**Description**

New members of the Board of Trustees meet with district officials and with the college Presidents, often visiting each of the colleges. Every January the Community College League of California (CCLC) provides a Trusteeship workshop (17). In addition, new members are provided a local orientation that includes an introduction to the policies and procedures of the district. Board members are encouraged to attend national and statewide meetings for professional development and to become members of national organizations, including the Association of Governing Boards (AGB) and the Association of Community College Trustees (ACCT). Board Trustees are expected to devote time to the business of the Board and to enhancing their ability to function as members. The Governing Board is composed of seven members elected by voters within their service areas and two non-voting student members from each college. Members of the Board of Trustees serve four-year terms; these are staggered so that three members are up for election in one cycle and four additional members two years later (1, pp. 2-3).
Self-Evaluation
The requirements of this Standard are met. New Board members are given extensive orientations. In addition to internal orientations provided by the administration, all current Board members have attended one of the CCLC orientation sessions (18, p. vii; 19, p. 17). The district supports conference attendance. The Office of Research and Institutional Effectiveness (RIE) makes presentations about student performance indicators (e.g., persistence, retention, success) in retreats and occasionally in Board meetings (6, pp. 7-8).

Planning Agenda
None.

IV.B.1.g The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Description
The Board of Trustees’ self-evaluation processes are clearly defined in policy BP 2745 (1, p. 45). The purpose of the board self-evaluation is to identify areas of board functioning that are working well and those that may need improvement (19). This process is usually carried out at the Board’s annual retreat, in some cases with the assistance of external consultants. The results of the evaluation are reviewed and discussed. This process is repeated annually and the emphasis of the evaluation change year to year.

Self-Evaluation
The requirements of this Standard are met. The Board of Trustees has clearly defined, implemented, and published policies for self-evaluation of Board performance. However, the self-evaluation process for assessing Board performance and some of the results of the self evaluation should be more accessible to the community: particularly a summary of the discussion of the results and the actions to be taken as a result of the evaluation.

Planning Agenda
None.

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description
The Board of Trustees’ Code of Ethics is clearly described in policy BP 2715, which provides an overall statement of ethics and describes twelve elements that each member of the Board must adhere to in performing the duties of office. In addition, as Trustees of two California community colleges, the Board of Trustees is bound by relevant sections of the California Government Code and the California Code of Regulations. These describe elements of ethical conduct in government and stipulate sanctions when standards are violated (1, p. 39; 20).

Self-Evaluation
The Board of Trustees has clearly defined, implemented, and published policies that establish
a code of ethics and standard of practice. The Code of Ethics does not include a clearly defined policy for dealing with behavior that violates the code.

**Planning Agenda**
1. The Board will develop a clearly defined policy to address violations of the Code of Ethics.

**IV.B.1.i  The governing board is informed about and involved in the accreditation process.**

**Description**
The Board of Trustees has received regular updates about the accreditation process. In addition, the Board of Trustees reviews and acts on Accreditation Midterm Reports and Self Studies. The Board of Trustees ensures that the accrediting team recommendations of the Midterm and Final Accreditation Reports are implemented. The Board went through training as a result of recommendations of the last self-study (21). The Chancellor advises the Board about the accreditation process and status.

**Self-Evaluation**
The requirements of this Standard are met. The Board of Trustees is informed and involved in all aspects of the accreditation process. The Board will read the Self Study, discuss it, and consider its approval (22). The Board has listened, but has refrained from any comments or questions that could be seen as influencing the process. The Academic Senate President has asked Board members about information to be used within the Self Study. Student trustees and former Board members are involved in the Self Study (23).

**Planning Agenda**
None.

**IV.B.1.j  The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the Chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college respectively. In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.**

**Description**
The Governing Board delegates full responsibility and authority to the Chancellor to implement and administer Board policies without Board interference. The Board holds the Chancellor accountable for the operation of the district and colleges. Education Code Section 70902 authorizes local boards and defines and states the powers of those boards, including delegation of power and authority to the chief executive officer and/or other staff. Education Code Section 72400 also speaks to the authority of the chief executive officer. Title 5 of the Administrative Code also includes regulations that define the board and CEO’s responsibilities. As described in the Board Policies (BP 2431), the Board of Trustees is responsible for the recruitment, employment, and evaluation of the Chancellor.
The Board of Trustees establishes the qualifications for the position and the timeline for the search in accordance with State regulations. The Board of Trustees also delegates to the Chancellor the execution of all decisions made by the Board concerning the internal operation of the district (1, p. 26).

Although there is no specific process followed in the hiring of the district Chancellor, Board Policy 2431, “Chancellor Selection,” states that “in the case of a Chancellor vacancy, the Board will establish a process to fill the vacancy (1, p. 27). The process will be fair and open, and will comply with relevant regulations.” The Board conducts an annual evaluation of the Chancellor as specified in BP 2435 “Evaluation of Chancellor;” (1,p. 29) these evaluations are conducted in closed session (24). The criteria for evaluation is based on Board policy, the Chancellor’s job description, and performance goals and objectives developed in accordance with BP 2430 (1,p. 26). The Board of Trustees also appoints the college Presidents and Vice Chancellors upon recommendation by the Chancellor.

In 2006, the district once again initiated the process for recruiting a president for SJCC through the formation of a screening committee comprised of constituents from the college and district Office. The services of the Association of Community College Trustees (ACCT) and an executive hiring agency were used to assure a wide-reaching national search. Following the identification of finalists for the position, the college hosted open forums for each candidate to present to the college faculty, staff, students, community members, and the Board of Trustees (25). Final interviews were conducted with the Chancellor and the Board of Trustees. The candidate selection was based the candidate evaluations submitted after the completion of the candidate forums and evaluation by the Chancellor and the Board of Trustees.

Self-Evaluation
The requirements of this Standard are met. The Board of Trustees delegates full responsibility and authority to him/her to implement and administer board policies without board interference (BP 2430). The board takes its responsibility for evaluation of the Chancellor seriously and implements a yearly review (1, p. 29). These procedures have been followed, clearly and successfully, with all hiring and evaluation of chief executive officers. The Board is currently revising its hiring policies so that the procedures are more clearly outlined. There does not seem to be a documented policy for the hiring or evaluation of Vice Chancellors and the Presidents.

Planning Agenda
1. Review the hiring and evaluation policies for Vice Chancellors and college Presidents.
2. Encourage the Chancellor and President to consistently publish their annual goals.

IV.B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
Description
At SJCC the administrative structure consists of three organizational areas led by vice presidents. Reporting directly to the president are the Vice President of Academic Affairs, the Vice President of Student Affairs and the Vice President of Administrative Services. Division deans and student services directors report directly to the vice presidents. Each administrator is expected to manage their areas with skill and respect for those individuals reporting to them. The President and his executive staff (Vice-presidents reporting to the President) do not micro-manage any area. All managers are allowed to exercise latitude in problem resolution and area supervision.

The former President analyzed and revised the administrative structure to support the operation of the college. Shortly after the President was appointed, he reviewed the management structure to determine if it suited current institutional needs. It became clear then that the need for finding resources to support programs was the priority. As a result, after the retirement of the grants director and the marketing manager, the positions were left unfilled. At the same time, the Director of Fiscal Services position was upgraded to Vice President of Administrative Services. The Presidents have successfully delegated responsibilities to the appropriate administrator. The office of the President holds collegewide meetings during Professional Development Days and periodically throughout the year. Recently, turnover has characterized the administrative structure of the college: the position of Vice President of Administrative Services as well as the position of Vice President of Academic Services is open due to an early retirement and a resignation respectively. Two Dean Positions are open (Language Arts and Applied Sciences) and two director positions are also open (Admissions and Records, and Student Life).

Self-Evaluation
The requirements of this Standard are met. The Presidents have delegated appropriate authority to administrators. However, the college is currently experiencing organizational and financial difficulties resulting from recent state budget reductions. As a result, several openings exist in the administrative structure, raising concerns about the delineation of responsibilities and the effectiveness of the administration of the college. The administrative structure was reviewed when the former President assumed office and deemed in need of change in order to direct resources to support programs.

Planning Agenda
1. Stabilize the administrative structure by permanently filling the numerous vacant positions.

IV.B.2.b The president guides institutional improvement of the teaching and learning environment by the following:
• establishing a collegial process that sets values, goals, and priorities;
• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
• ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
• establishing procedures to evaluate overall institutional planning and implementation efforts.
Description
The office of the President guides institutional improvement of academic environment through several collegial processes that set values, goals, and priorities. Foremost is the strategic planning process. The strategic plan was developed in 2008-2009 through a process that involved all constituencies (28; 29; 30; 31; 32). The development process culminated in an all-day retreat at which 70 faculty, staff, students, and administrators met to develop individual commitments to action. The plan, aligned with the district strategic plan, included three overarching initiatives: 1. meeting student needs; 2. enrollment, retention and persistence; and 3. outreach and community involvement. Vice presidents were charged with reporting progress towards achieving these commitments to action (CTA) throughout the year. A final scorecard of the CTA’s was presented to the college in the fall 2009 convocation and to the College Planning Council (CPC) (33). The revision and update of the strategic plan scheduled for the next cycle 2009-2011 began in the fall of 2009. In this new cycle of strategic planning the college and its task force teams identified three overarching initiatives: Matriculation, Course Scheduling and Equity and Student Success. However, the creation of CTA’s for Divisions, Department and individuals based on these three new initiatives was delayed (34) in order to mesh into institutional plans and budgets student success initiatives and programs, such as Achieving the Dream (ATD), METAS and Umoja, to ensure that they can become institutionalized in the future. Indeed, for the first time, results from student focus interviews, which were done during at the end of the fall 2009, will become part of the internal scan for the continuation of the strategic planning in the fall 2010.

The Office of Research and Institutional Effectiveness (RIE) provides research and analysis in support of student success and college planning related to teaching and learning effectiveness. As it was described in standard I, RIE publishes yearly the Student Trends handbook, which provides data and analysis for the following: enrollment, feeder high school enrollments, course success rates, fall-to-spring persistence rates, fall-to-fall persistence rates, number of degrees and certificates awarded, and the number of transfers (35). The data reporting tools in Portal and Discoverer complement this effort (50; 51). RIE also provides environmental reports and customized reports to the President and Vice presidents at their request. Most of the research provided planning is now centered on improving completion, and advancing the student success agenda, including improving College research capabilities and implementing strategic planning initiatives. Unfortunately, due to staffing and resources limits, research is results are generally only available to a very limited number of people on campus. Some requests for research data from faculty are yet to be addressed by RIE.

Self-Evaluation
The former President guided institutional improvement of the teaching and learning environment through the implementation of the college’s strategic plan, which was developed through a collegewide process. The planning and budget allocation processes were completely revised after the 2004 Self Study. The revised processes use the strategic plan, environmental scans, and program review recommendations to prioritize resources (36; 37). During spring 2009, the college adopted a new Mission and Vision Statement to guide planning (38). The college intends to integrate budget plans and strategic plans by linking more directly funding to the implementation plan and evaluating each step in the process. In this way, the Strategic Plan will be the driver of
future efforts. The President and constituent groups have used the shared governance process to establish the college’s values, goals, and priorities. Institutional data is now far more available and accessible than it was six years ago. The President has access through RIE to quality research and analysis to link educational planning, facilities planning and resource allocation. However, RIE has lost staff, so the research capabilities of the district have been considerably diminished.

The former President supported several initiatives to improve the student success. He supported the college joining the Achieving the Dream Initiative as a way to improve student success and to improve the use of data to inform decision-making. Colleges participating in the Initiative emphasize the use of data to improve learning and drive institutional change (39, 40).

**Planning Agenda**

1. Communicate more effectively the results of the budget allocation process to all constituencies. More careful planning needs to be done and more resources set aside to improve and strengthen the research capabilities of the district and college: providing institutional research with sufficient capacity is essential to enhance institutional effectiveness and strengthen the culture of evidence.

2. The office of the President needs to establish a rigorous process to evaluate overall institutional planning and implementation efforts.

**IV.B.2.c** *The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

**Description**

The President reviews all pertinent district policies to inform pending decisions, and consults the District Office, vice presidents, and all college bodies regularly (27; 41). He assures that checks and balances are appropriate and in place, values the shared governance process, and frequently seeks the input of the Chancellor. The President supports the updated practices concerning institutional finance and budgeting. The President maintains an open door policy and is accessible to faculty, staff, and administrators.

**Self-Evaluation**

The President is ultimately responsible for ensuring that all statutes, regulations, and policies are implemented appropriately, delegating these responsibilities to the vice presidents and deans for daily application. Weekly meetings with the vice presidents are held to gather feedback about the operations of the college. The President requires consistent reporting regarding implementation of statutes, regulations, and policies; he solicits feedback from appropriate personnel with respect to each area of expertise. The President’s Office fostered the revision of the college’s Mission Statement, stressing the importance of the Statement and assuring it was posted throughout the college. Respondents to the Accreditation Survey prompt, “The president assures institutional practices that are consistent with the mission and policies” reveals the need for better communication. 4.5 percent of respondents “strongly agree” with the prompt, 38 percent “agree,” 23 percent “strongly disagree,” and 10.5 percent “disagree.”
Planning Agenda
1. Issue a monthly bulletin from the President’s Office about recent updates and matters concerning the college.

IV.B.2.d The president effectively controls budget and expenditures.

Description
The budget allocation process is defined in the college’s shared governance structure (36; 37). Detailed processes are outlined in the Finance Committee procedures and in the planning and budgeting process of the district. The President makes the final decision on major budget allocations, delegating the responsibility for expenditures to the Vice President of Administrative Services. After considering input from shared governance constituents, the President makes final budget allocations and advises the college. Once the college has received its budget allocation, discretionary resources are distributed through existing processes. Because of the decline in State revenues, little discretionary money exists for other expenses. For the last two fiscal years, and for the near future, each college will be allocated its general fund base budget. In times of growth, the district will revert back to using FTES. Currently, SJCC generates about 51% of the district FTES; SJCC receives about 51% of the base district budget.

Self-Evaluation
The requirements of this Standard are met. The president exercises control over the budgeting and expenditure of college resources, recommending that appropriate shared governance committees review their procedures to ensure that resource allocations most appropriately address the needs of the college. The campus community is fully engaged in current discussions regarding budget reductions and resource reallocations. The college has had to reduce the number of classes and the level of service provided. The reduction process involves the College Finance Committee, Academic Senate, and the College Planning Council (CPC) (36).

Planning Agenda
None.

IV.B.2.e The president works and communicates effectively with the communities served by the institution.

Description
The former President’s leadership and commitment to serve the surrounding communities was evident. He nurtured strong collaborative relationships with community groups and organizations and with area K-12 school districts, and was frequently asked to make presentations at local and statewide events. Community groups were often invited to Campus for events that included the management team, faculty, staff, and student leadership. The Smithsonian exhibit, “Exit Saigon, Enter Little Saigon: Vietnamese in America Since 1975,” was hosted at SJCC, attracting national attention and local media coverage (42, p. 7). This exhibit explored the Vietnamese experience in the Silicon Valley area. The former President also collaborated with the Center for Employment Training, was on the board of the Mexican American Community Services Agency (MACSA), the board of Immanuel Lutheran Church, worked closely with San José Unified School District, and partnered with the National Hispanic University regarding a student transfer initiative (19, p. 3).
In November 2009, Dolores Huerta was honored by SJCC. Dolores Huerta, a social justice advocate and co-founder of the United Farm Workers of America, visited the college to lend her name to the 35-year-old SJCC Labor Studies program (43, p. 6; 44, p. 7). The Dolores Huerta Labor and Community Studies Institute will offer six classes next spring, broadening the curriculum to emphasize community organizing and social justice. She spoke to a packed room filled with district trustees, faculty, staff, and labor and community leaders. Trustee Ron Lind called Huerta a “national treasure.” Huerta will be donating 90 hours of radio excerpts to the SJCC library as part of her endorsement.

The former President was part of the Sherman Oaks Neighborhood Association (SONA), seeking to understand association concerns regarding college capital projects. Approximately three years ago, the college facilities committee made the decision to move the baseball field from the approved site (Master Facilities plan of 1999) to another site without calling for campus forums. In principle, major deviations from the a Master Plan must go through a complete process that includes evaluation of the data-driven process that was used to develop the Plan and ample opportunity for input from all college constituent groups and neighboring communities (45). SONA was very critical of the relocation and brought its complaint to the Board of Trustees. After serious consideration of all the alternatives, the Board decided not to continue construction of the baseball field (19, p. 3; 45, p. 7). Since then the President’s office, the district and the Board have made a more concerted effort toward a better communication between the college and its neighbors.

Self-Evaluation
The requirements of this Standard are met. The former President actively communicated the role SJCC plays in the local community, seeking opportunities to speak on behalf of the college. His advocacy helped to engender a better understanding of the college Mission by civic and educational leaders in southern San José.

Planning Agenda
1. Continue efforts to become more involved in the local community and encourage community members to take part of the school’s decision-making by participating and attending standing committees, particularly with regard to capital projects. The facilities committee needs to evaluate more carefully all the possible options and issues.

IV.B.3 In multi-college districts or systems, the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.
Description
Extensive dialog has occurred about district support services, responsibilities, and functions. Since the last Self Study, the district has decentralized some responsibilities. For example, the college now manages campus grounds and custodial services, student services and reprographic services (26; 46). The colleges have their own budgets, and operate as separate entities: they do their budget planning and accounting and decide about the best way to allocate their budget to support their missions. District support functions are discussed, evaluated, and revised with goal of efficient and effective service to the colleges. In the past, the roles and responsibilities of the district have not always been apparent to college faculty and staff.

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Self-Evaluation
The district and the colleges need to have a more thorough discussion that will define more clearly the roles and responsibilities of each party. For this reason, evaluating whether the district is adhering to an appropriate and effective division of responsibilities is somewhat difficult.

Planning Agenda
1. Ask the Board and the Chancellor for a more thorough discussion of the organizational structure that will help to clarify the functions and responsibilities of the district and college.

IV.B.3.b The district/system provides effective services that support the colleges in their missions and functions.

Description
At the present time, the district supports Facilities Planning and Operations, Human Resources and Employee Relations, Research and Effectiveness, Information-Technology Services, and Community Relations (26). A chart illustrating these reporting relationships is included. The district funds the learning management system for on-line instruction and the Office of Research and Institutional Effectiveness (RIE) operations, which support data research used by the colleges for enrollment management decisions, strategic and institutional planning (25). The Administrative Vice Chancellor, who reports directly to the Chancellor, oversees Business Services, Facilities Planning, and RIE. Business Services provides centralized support for purchasing, general accounting, payroll, and finance (26).
A Director heads Facilities Planning and Operations, which provide centralized support in the areas of engineering, custodial services, grounds maintenance, facilities planning, and construction management services. Currently, facilities managers direct Maintenance and Operations at each college. A Vice Chancellor oversees Human Resources and Employee Relations, supervising a wide variety of applicant, employee, and retiree services for the colleges (26). The Department also participates in the collective bargaining process. An acting director, a consultant reporting to the Vice Chancellor of Administrative Services, heads Information Technology Support and Services (ITSS). The Director is responsible for technology management in the district, advising the Chancellor on technology issues; the Director also serves as Technology Officer and guides technology planning in conjunction with technology committees at each college.

Self-Evaluation
As it has been shown in standard IV.B.3.a, the district provides its colleges services essential to performing their missions. However, in areas like research and institutional effectiveness, further assistance is needed. The office of Research and Institutional Effectiveness (RIE) needs to be reorganized and expanded to improve support on the areas of college and district strategic planning, the academic planning process, and academic program reviews. Although the college should base more of its decision-making on data, the college does not have access to adequate research resources. Moreover, some positions at the District Office are left vacant or filled only on an interim basis. For example, the Vice Chancellor of Human Resources has been interim appointment for about two years. The acting Director of ITSS is an interim director. The district needs to continue evaluating its organizational structure to ensure that the quality of services is maintained and that discussions continue regarding improvement, efficiency, and reorganization. Respondents to the Accreditation Survey prompt, “The district provides effective service” reveals the need for better delivery of services to the college. 3 percent of respondents “strongly agree” with the prompt, 44 percent “agree,” 26 percent “disagree,” and 6 percent “strongly disagree.”

Planning Agenda
1. Continue exploring strategies to create organizational structures that provide better support to SJCC students. For example, more local control with regard to institutional research and effectiveness would enable the college to design better metrics for program review of academic programs, educational support programs and student services. A local research operation can undertake cohort analysis more effectively and evaluate more reliably the success of new basic skills methodologies.

IV.B.3.c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Description
In the last few years, the district has not used an allocation formula to distribute revenues to district centers. Because of the decline in State revenues, each college is generally allocated only its general fund base budget (36). Limited resources are available for discretionary allocations. There is an ongoing challenge to replace retirements from faculty and to increase student support services to meet the needs of the students.
**Self-Evaluation**
Documentation regarding the current revenue allocation model is not easily accessible, making the process less transparent. Only with the creation of the District Budget Committee (DBC) did a better understanding emerge about the allocation of resources to colleges. The DBC serves as a Chancellor’s advisory committee and is also advisory to the District Planning Council (DC) on fiscal matters pertaining to the district planning process. It has the responsibility for coordinating budget planning in a manner that assists the district in maximizing its fiscal resources in the pursuit of the district’s mission. Unfortunately, given the current deficit, the district budget committee has not been successful in evaluating the fiscal impact of proposed institutional plans and other policy-level actions. The district and colleges need to take the same thoughtful approach regarding fiscal practices that have been agreed upon for assessment, evaluation practices, and institutional improvement. At this time the college faces the challenge of offering additional sections to meet student demand with very limited resources.

**Planning Agenda**
1. Have the District Budget Committee and external consultants provide recommendations to the Chancellor regarding financial matters, especially on the revenue allocation model and financial forecasts. Better communication and documentation regarding financial assumptions, projections, and revenue generation need to be available and accessible.

**IV.B.3.d  The district/system effectively controls its expenditures.**

**Description**
California law requires the community college districts to adopt a tentative budget by June 15\textsuperscript{th} and an “adoption” budget by September (Title V, 58305). The Vice Chancellor of Administrative Services, along with the Chancellor’s Executive Team, are involved in making decision regarding the makeup of the budget. A budget planning document was developed in 2007 that has been used since that time. The tentative budget for 2010-2011 estimates that revenues will remain approximately constant (a 0.57% increase). It has been estimated that the ending balance of the general fund will be 4.05% of expenditures which is lower than the 5% contingency. The District uses an outside auditing agency to assess the effectiveness of its financial management. The district’s recent audit finding cited a significant deficiency (material weakness) in internal controls between the Human Resources and Payroll departments because of the lack of separation of duties.

The Governing Board, college Presidents, and the public are given periodic updates regarding the district’s financial condition. The allocation model is a formula-based tool and, in principle, is revisited every 2 years. This formula includes allocation for each college calculated as a percentage of current funding and FTES. However, because of the decline in State revenues, each college is allocated its general fund base budget. In times of growth, the district will revert back to using FTES. SJCC generates about 51 percent of the district FTES; SJCC receives about 51 percent of the base budget. As with all public schools and community colleges, SJCC is struggling with budget problems. Since the last Accreditation, the District created the District Budget Committee, greatly improving the communication between the colleges and the district (27; 9; 36).
Self-Evaluation
The district is addressing its retirement and health benefit obligation in response to the requirements of the General Accounting Standards Board (GASB). Oversight of Measure G bond revenue ensures the district’s fiscal responsibility (10). However, district reserves have decreased in the last six years, from a reserve of 14.6 percent in 2006 to a reserve slightly larger than 5.2 percent in 2010 and tentatively to 4.05% at the end of 2011. The district is facing a deficit exacerbated by the recession and unfunded Full Time Equivalent Students (FTES). Additional savings need to be identified to close this 1% gap in reserves of the general fund. The Budget Committee has reviewed the budget closely: this comprehensive collaboration between the colleges and the district regarding resource allocation is well documented. Discretionary fund reduction was one of the options for budget reduction. Over the last year, the Vice President of Administrative Services openly discussed college reduction recommendations and addressed concerns and questions raised by the discretionary funds allocated to the district. This issue still remains a major concern for the College Finance Committee.

Planning Agenda
1. Provide a better breakdown of each of the funds in the budget to give a better idea of how the money is allocated. In particular, show the college community that monies are tied directly to the educational mission of the district.
2. The district needs to focus on the core services associated with their institutions and needed by their communities.

IV.B.3.e The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Description
The policies of the Board prescribe the college presidents’ responsibilities and authority for implementation of district policy. Each president, as the college Chief Executive Officer, is responsible for district policy at the college level. The Chancellor grants the Presidents this authority, holding them accountable through an annual evaluation process. The Presidents attend the Board of Trustees meetings to report on college programs and activities (18; 19; 43).

Self-Evaluation
The requirements of this Standard are met. The President has the responsibility and the authority to implement and administer district policy. For example, once the district has made college budget allocations for faculty positions, the President, after careful discussion, makes the ultimate decisions regarding where the need for those faculty are within the college. Demonstrating the district dedication to delegated authority, the Chancellor deferred to the President in creating the position of Vice President of Administrative Services.

Planning Agenda
None.
The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Description
As CEO of the district, the Chancellor is the liaison between the colleges and the Governing Board. All college matters considered by the Board are submitted by the Chancellor on behalf of the colleges. The college presidents and Academic Senate presidents attend board meetings and report, if needed, on college and senate initiatives and programs. At each board meeting, the college presidents are requested to provide the board with executive updates regarding their college’s programs and initiatives. The Board of Trustees includes a Student Trustee who voices the concerns and interests of district students in board meetings.

The most important form of cross-district communication occurs in the meetings of the district-level shared governance committees (District Council, District Budget Committee, District Facilities Committee, District Technology Committee). Agendas and minutes for all these meetings are, in principle, posted on the district website (47). However, the agendas and minutes are sometimes not posted or available. A district official chairs each of the district level committees, and the meetings are scheduled at least once a month. Each of these committees has a peer committee at the college level. The Academic Senate president goes to the open session of the board meetings and sits on several of the district and college committees, reporting upwards and downwards. Because of this, the exchange is somewhat timely.

The district and the colleges use effective and timely methods of communication in order to relay information to the board and others the upcoming board agenda. In advance of a board meeting, items to be considered are widely distributed electronically via the board packet to college managers, Academic Senate officers, Union leaders, and to other interested community members. The board packet contains board reports of the items to be considered and summaries prepared by the responsible college or district personnel and submitted to the board on their behalf by the Chancellor. In principle, board-meeting minutes are posted on the district website and minutes from previous meetings are archived on the site. The agenda for the upcoming meeting is also posted in BoardDocs (48).

As another means of communication, Community Relations publishes “Two Colleges, One Community,” a monthly newsletter distributed to all district employees, as well as to members of the surrounding community (49). The newsletter features articles about district wide initiatives, college programs, and other items related to the district that are of interest to the colleges and the surrounding community. At the beginning of each academic semester, during the professional development day, the Chancellor addresses all faculty and staff, discussing the state of the district (27).

Self-Evaluation
The requirements of this standard are met. The role of the district as liaison between the colleges and the governing board is well defined. College initiatives and other business requiring board discussion or approval are placed before the Board by the Chancellor on behalf of the colleges.
When such items are brought to the Board, appropriate college personnel are in attendance at the meeting to answer questions the Board might have. The presidents provide the board with executive updates regarding their college’s programs and initiatives. The availability of web-based information (BoardDocs) about upcoming board meeting schedules, agendas, and searchable minutes from prior meetings is an efficient way to communicate information. It is then clear that there are multiple opportunities for communication and exchange at all levels in the district. However, in practice, minutes and agendas of the district committees are not posted in the district website on time. Moreover, many in the college community are yet to be aware of the existence and the purpose of the district committees.

**Planning Agenda**

1. Communicate more widely the existence and purpose of the district committees as well as encourage members of the colleges to attend meetings of the district committees. Moreover, the district needs to ensure that a timely update of the minutes and agendas at the district website occurs. Communication needs to work both ways.

**IV.B.3.g**  
*The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

**Description**

The district does not have a process to evaluate role delineation and governance and decision-making structures and processes. Evaluation arises circumstantially in district or college committees and at administrative meetings between the Chancellor, district managers, and college Presidents. Presidents often work with college committees and the Academic Senate on matters of effectiveness role setting. Districtwide committees, for example, are formed to address such critical issues like reorganization. Board retreats often include discussion of governance structures and workshops on best practices for community colleges. (12).

**Self-Evaluation**

The requirements of this Standard are not met. Although district leadership seeks the participation of college leaders and constituencies with regard to governance, the district does not perform a formal review of role delineation, governance, or the decision-making structures and processes.

**Planning Agenda**

1. Design a formal, systematic process to evaluate the effectiveness of role delineation and district governance structures and processes.
### Standard IVB List of Evidence

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<td>Standard IV Membership List_2010 Accreditation</td>
</tr>
<tr>
<td>IVB.24</td>
<td>Evaluation of Chancellor_Board</td>
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<td>IVB.25</td>
<td>Presidential Candidates Forum_2006</td>
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<td>IVB.26</td>
<td>District Organizational Chart_7.15.10</td>
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<td>IVB.27</td>
<td>Collegewide Meetings_PPD</td>
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Strategic Issue Team Meetings
Charting Our Future #5_4.4.2008
Charting Our Future #1_11.9.2007
Focus the Strategy_ Integrated Strategic Planning Process_12.11.09
Enchanting and Integrating Matriculation Strategic Planning Presentation
College Planning Council Minutes_4.18.08
Strategic Planning Burke Email_Cancelation_2009
Annual Review of Student Trends_SJCC_2008-2009
Budget Development Process_SJCC
Finance Committee Charge
Mission & Vision Statement_SJCC
Achieving the Dream_Data Submission
Achieving the Dream_SJCC Website
Executive Team Agendas
Governing Board Minutes_1.8.08
Governing Board Minutes_11.10.09
Governing Board Minutes_12.8.09
Governing Board Study Group Minutes_6.2.09
General Fund (10) Balance_2004-11
District Committees
Governing Board Agenda, Minutes, and Highlights_Distribution
District Newsletter_Two Colleges_One Community
Datatel Portal
Discoverer Tool_Training_9.5.08
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Associated of Arts</td>
</tr>
<tr>
<td>ACCCA</td>
<td>the Association of California Community College Administrators</td>
</tr>
<tr>
<td>ACCJC</td>
<td>Accrediting Commission for Community and Junior Colleges</td>
</tr>
<tr>
<td>ACCTG</td>
<td>Accounting Course Prefix</td>
</tr>
<tr>
<td>ACCT</td>
<td>Association of Community College Trustees</td>
</tr>
<tr>
<td>ACL</td>
<td>Access Control List</td>
</tr>
<tr>
<td>ACS</td>
<td>American Community Survey</td>
</tr>
<tr>
<td>ACT</td>
<td>Accelerated Corporate Transformation</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>AED</td>
<td>Automated External Defibrillator</td>
</tr>
<tr>
<td>AGB</td>
<td>Association of Governing Boards</td>
</tr>
<tr>
<td>ARCC</td>
<td>Accountability Reporting for the California Community Colleges</td>
</tr>
<tr>
<td>AS</td>
<td>Associated Students</td>
</tr>
<tr>
<td>ASSIST</td>
<td>Articulation System Stimulating Interinstitutional Student Transfer</td>
</tr>
<tr>
<td>ATD</td>
<td>Achievement the Dream Initiative</td>
</tr>
<tr>
<td>AV</td>
<td>Audio and visual</td>
</tr>
<tr>
<td>BM</td>
<td>Building Marshal</td>
</tr>
<tr>
<td>Board</td>
<td>(the Board) Board of Trustees</td>
</tr>
<tr>
<td>BOG</td>
<td>Board of Governors Fee Waiver</td>
</tr>
<tr>
<td>BSI</td>
<td>Basic Skills Initiative</td>
</tr>
<tr>
<td>CCCApply</td>
<td>California Community Colleges Apply (online enrollment application)</td>
</tr>
<tr>
<td>CalWORKs</td>
<td>California Work Opportunities and Responsibilities to Kids</td>
</tr>
<tr>
<td>CARE</td>
<td>Cooperative Agencies Resources for Education</td>
</tr>
</tbody>
</table>
CARR  Creative Athletic Retention Response Program
CASBO  A statewide school administrators' organization in California.
CAT  Crisis Action Team
CCC Registry  California Community Colleges Registry
CCCO  California Community College Chancellor’s Office
CCSE  Center for Community College Student Engagement
CCCT  California Community College Trustees
C-CERT  Community-Campus Emergency Response Training
CCLC  Community College League of California
CDC  Chancellor's District Council
CERT  Campus Emergency Response Team
CIAC  California Intersegmental Articulation Council
CIP  Capital Improvement Plan
Cisco PIX  a popular IP (internet protocol) firewall and network translation (NAT)
CPC  College Planning Council
CPR  Cardio-Pulmonary Resuscitation
CPR  Continuous Program Review (2005-2009 template program review)
CSC  Campus Safety Committee
CSEA  California School Employees Association
CSU  California State University
CTA  Commitments to Action
CTC  Campus Technology Committee
CTSS  Campus Technology Services and Support
CUE  Center for Urban Education
DAC  Diversity Advisory Committee
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>DBC</td>
<td>District Budget Committee</td>
</tr>
<tr>
<td>DE</td>
<td>Distance Education</td>
</tr>
<tr>
<td>DFS</td>
<td>Datatel Financial System</td>
</tr>
<tr>
<td>DSK</td>
<td>Desktop Configuration</td>
</tr>
<tr>
<td>DSP/S</td>
<td>Disabled Students Programs and Services</td>
</tr>
<tr>
<td>DUG</td>
<td>Datatel Users Group</td>
</tr>
<tr>
<td>E-Blast</td>
<td>email distribution system used to communicate with students</td>
</tr>
<tr>
<td>EMP</td>
<td>Education Master Planning</td>
</tr>
<tr>
<td>EMT</td>
<td>Emergency Medical Technician</td>
</tr>
<tr>
<td>EOC</td>
<td>Emergency Operation Center</td>
</tr>
<tr>
<td>EOP&amp;S</td>
<td>Extended Opportunity Programs and Services</td>
</tr>
<tr>
<td>ERT</td>
<td>Emergency Response Team</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>EVC</td>
<td>Evergreen Valley College</td>
</tr>
<tr>
<td>FA</td>
<td>Faculty Association</td>
</tr>
<tr>
<td>FC</td>
<td>Facilities Committee</td>
</tr>
<tr>
<td>FCCC</td>
<td>Foundation for the California Community Colleges</td>
</tr>
<tr>
<td>FEMA</td>
<td>Federal Emergency Management Agency</td>
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<tr>
<td>FTES</td>
<td>Full-Time Equivalent Students</td>
</tr>
<tr>
<td>FY</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>GASB</td>
<td>Governmental Accounting Standards Board</td>
</tr>
<tr>
<td>GE</td>
<td>General Education</td>
</tr>
<tr>
<td>GO</td>
<td>General Obligation</td>
</tr>
<tr>
<td>GUIDE</td>
<td>Guidance course prefix</td>
</tr>
<tr>
<td>HERC</td>
<td>Higher Education Recruitment Consortium</td>
</tr>
</tbody>
</table>
HIS  Hispanic-Serving Institution
HR  Human Resources Office
HVAC  Heating, Ventilating, and Air Conditioning
IA  Instructional Assistant
IC  Information Competency
ICS  Incident Command Structure
ICS  Incident Command System
IDP  Intrusion, Detection, and Prevention
IPCC  Instructional Planning Curriculum Committee
IT  Information Technology
ITSS  Information Technology Services and Support
Kindercaminata  a half-day event for kindergartener visiting the college
LD  Learning Disabilities
LEED  Leadership in Energy and Environmental Design
LRC  Learning Resources Center
MACSA  Mexican American Community Services Agency
Metas Program  Title V Hispanic Serving Institutions federal grant
MOM  Microsoft Operations Manager
MSC  Management Supervisor Confidential
NABSE  National Alliance of Black School Educators
NIMS  National Incident Management System
OCR  Office of Civil Rights
OPEB  Other Post Employment Benefits
PDA  Personal Digital Assistant
PDD  Professional Development Day
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PDF</td>
<td>Portable Document format</td>
</tr>
<tr>
<td>PLTL</td>
<td>Peer-Led Team Learning</td>
</tr>
<tr>
<td>PRC</td>
<td>Program Review Committee</td>
</tr>
<tr>
<td>Puente Program</td>
<td>Program designed to increase the transfer rate of Latina/o students</td>
</tr>
<tr>
<td>RIE</td>
<td>Office of Research and Institutional Effectiveness</td>
</tr>
<tr>
<td>RWC</td>
<td>Reading &amp; Writing Center</td>
</tr>
<tr>
<td>SAS</td>
<td>Student Affairs and Services</td>
</tr>
<tr>
<td>SEMS</td>
<td>Standardized Emergency Management System</td>
</tr>
<tr>
<td>SFE</td>
<td>State Funded Equipment</td>
</tr>
<tr>
<td>SJCC</td>
<td>San José City College</td>
</tr>
<tr>
<td>SJECCD</td>
<td>San José/Evergreen Community College District</td>
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<tr>
<td>SLOs</td>
<td>Student Learning Outcomes</td>
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<tr>
<td>SLOAC</td>
<td>Student Learning Outcomes Assessment Committee</td>
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<tr>
<td>SMS</td>
<td>System Management Services</td>
</tr>
<tr>
<td>SONA</td>
<td>Sherman Oaks Neighborhood Association</td>
</tr>
<tr>
<td>SRP</td>
<td>Seniority Rehire Preference</td>
</tr>
<tr>
<td>SSI</td>
<td>Noel-Levitz Student Satisfaction Inventory Survey</td>
</tr>
<tr>
<td>SSL</td>
<td>Secured Socket Layer</td>
</tr>
<tr>
<td>StaReg</td>
<td>Telephone registration system used by students to register and pay fees</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities, and Threats</td>
</tr>
<tr>
<td>TANF</td>
<td>Temporary Assistance for Needy Families</td>
</tr>
<tr>
<td>TCO</td>
<td>Total Cost Ownership</td>
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<tr>
<td>TLC</td>
<td>Teaching and Learning Center</td>
</tr>
<tr>
<td>TLG</td>
<td>Technology Learning Group</td>
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<tr>
<td>TRAN</td>
<td>Tax and Revenue Anticipation Note</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<td>--------------</td>
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<tr>
<td>UC</td>
<td>University of California</td>
</tr>
<tr>
<td>Umoja Program</td>
<td>Program that focuses on the success of African-American students</td>
</tr>
<tr>
<td>USC</td>
<td>University of Southern California</td>
</tr>
<tr>
<td>VP</td>
<td>Vice Presidents</td>
</tr>
<tr>
<td>VPAA</td>
<td>Vice President of Academic Affairs</td>
</tr>
<tr>
<td>WebCT</td>
<td>Course Tools or Blackboard Learning System, now owned by Blackboard</td>
</tr>
<tr>
<td>WIN Program</td>
<td>Workforce Initiative Network Program</td>
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<tr>
<td>WSCH</td>
<td>Weekly Students Contact Hours</td>
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<tr>
<td>WST</td>
<td>Writing Skills Test</td>
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