



Accreditation Follow-Up Report

Submitted by

San José City College

2100 Moorpark Avenue

San José, CA 95128

Submitted To

Accrediting Commission for Community and Junior Colleges of the

Western Association of Schools and Colleges

March 15, 2018



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Certification of the Follow-Up Report

DATE: March 15, 2018

TO: Accrediting Commission for California Community Colleges and Junior Colleges,
Western Association of Schools and Colleges

FROM: San José City College

2001 Moorpark Avenue

San José, CA, 95128

This *Follow-Up Report* is submitted to fulfill the requirements of the February 3, 2017 ACCJC letter to the College President. We certify that there was broad preparation by the college community and we confirm that the *Follow-Up Report* accurately reflects our response to date to the recommendations noted in the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges commission action letter.

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Glossary

| | |
|--------|--|
| ACCJC | Accrediting Commission for Community and Junior Colleges |
| ADA | American Disability Act |
| ALO | Accreditation Liaison Officer |
| AP | Administrative Procedure |
| APR | Annual Program Review |
| BP | Board Policy |
| CAC | College Advisory Council |
| CCCCO | California Community Colleges Chancellor's Office |
| CET | Center for Employment Training |
| COR | Course Outline of Record |
| CPR | Comprehensive Program Review |
| CTE | Career and Technical Education |
| CTSS | Campus Technology Support & Services |
| DE | Distance Education |
| DSPS | Disabled Student Programs & Services |
| FAQ | Frequently Asked Questions |
| FATV | Financial Aid TV |
| GESLOs | General Education Student Learning Outcomes |
| HR | Human Resources |
| IEPI | Institutional Effectiveness Partnership Initiative |
| IPCC | Instructional Policies and Curriculum Committee |
| ITSS | Information Technology Support Services |
| LMS | Learning Management System |
| LRC | Learning Resource Center |
| MOO | Menu of Options |
| MOU | Memorandum of Understanding |
| OCR | Office of Civil Rights |
| OEI | Online Education Initiative |
| PDD | Professional Development Committee |
| PIE | Planning and Institutional Effectiveness Committee |
| PRT | Partnership Resource Team |
| PSLO | Program Student Learning Outcomes |
| RABIT | Risk Assessment Behavior Intervention Team |
| RWC | Reading and Writing Center |
| SAO | Service Area Outcomes |
| SAP | Satisfactory Academic Progress |
| SAS | Student Accessibility Services (formerly DSPS) |



| | |
|--------|--|
| SEP | Student Educational Plan |
| SJCC | San José City College |
| SJECCD | San José Evergreen Community College District |
| SLO | Student Learning Outcomes |
| SLOAC | Student Learning Outcomes Assessment Committee |

Introduction

San José City College submitted an Institutional Self-Evaluation Report (ISER) and evidentiary materials in support of reaffirmation of accreditation to the Accrediting Commission for Community and Junior Colleges (ACCJC) in August of 2016. The College received a response from an External Evaluation Team Report (Team Report) prepared by the ACCJC evaluation team that visited from October 10-13, 2016. An ACCJC commission action letter dated February 3, 2017 informed the College President that San José City College had met requirements and reaffirmed accreditation for a period of 18 months ([Intro-1](#)).

The ACCJC Commission action letter dated February 3, 2017 further informed the President of San José City College to submit, by March 15, 2018, a Follow-Up Report demonstrating how the college has addressed the issues identified in the team's findings of noncompliance at the college ([Intro-1](#)). The College has continued to work with College leadership to create and implement plans to address these concerns, evaluate the plans and work products, update and clarify the implemented processes and documents where appropriate, and to sustain these procedures.

This Follow-Up Report provides information, evidence and analysis regarding the resolution of all the ACCJC recommendations received in 2017, and subsequent progress on those recommendations. This report also indicates alignment of the recommendations with the Comprehensive Institutional Planning Agendas noted in San José City College's Comprehensive Institutional Self-Study submitted to ACCJC in August of 2016.



Statement of Report Preparation

In collaboration with San José City College's constituency groups and committees as determined through the College's participatory governance structure, the Faculty Accreditation Coordinator, the Accreditation Liaison Officer (ALO), and the College President led the development and preparation of this 2018 Follow-Up Report. It was fundamental to the plan to engage the college community in determining the mechanisms that should be put in place and in implementing those mechanisms. That is the practice that was followed. Changes were developed and implemented by groups and committees within the existing governance structure of the college. This method bestows ownership of the changes across the various leaders of the college, develops a common understanding about why the changes were made and increases the likelihood that the changes will be efficacious and well-integrated because a broad array of stakeholders have become invested in assuring the success of the changes. The accreditation response co-chairs for this report were identified and formally approved by the college in February of 2017. San José City College representatives on the District Council and other district-wide committees and task forces provided regular updates to institutional leadership at College Advisory Council, Academic Senate, and Classified Senate meetings. Meeting agendas and minutes are regularly posted on the San José Evergreen Community College District (SJECCD) District Services and San José City College website ([Intro 2](#)) that are accessible to all district employees.

Working drafts of the Follow-Up Report have been posted to the SJCC Accreditation website for review, response, and input during Spring 2018, and the accreditation response co-chairs have been meeting periodically to review these responses and the progress of the draft.



The report was presented and approved by the Academic Senate on March 6, 2018 ([Intro 3](#)) and was approved at the College Advisory Council meeting on March 2, 2018. College Advisory Council is the college’s primary participatory governance council ([Intro 4](#)).

The San José City College Follow-Up Report 2018 was submitted to the San José Evergreen Community College District (SJECCD) Board of Trustees for review at the March 13, 2018 board meeting ([Intro 5](#)). This Follow-Up Report describes the changes that were made in response to each recommendation and outlines the processes employed to help assure that the responses, collectively, would comprise a systemic rather than a piecemeal approach to improving outcomes for students. Addressing the recommendations as a college community has resulted in a renewed commitment to institutional effectiveness and greater shared understanding of how SJCC can continuously improve its quality and service to students.

The individuals listed in the table below directly participated in addressing the recommendations.

San José City College Accreditation Work Group

| | |
|---|--|
| Michael Berke, Faculty Accreditation Coordinator And Co-Chair | Joyce Lui, Dean Of Research, Planning, & Institutional Effectiveness And Accreditation Liaison Officer And Co-Chair |
| Roland Montemayor, Acting Vice President Of Academic And Vice President Of Student Affairs | Byron D. Clift Breland, College President |
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| Jesus Covarrubias, San José City College Academic Senate President | |

Evidence: Introduction

[Intro 1- ACCJC Commission Action Letter \(2-3-2017\)](#)

[Intro 2- San José City College Committees Website](#)

[Intro 3- San José City College Academic Senate Agenda \(3/6/18\)](#)

[Intro 4- San José City College Advisory Council Agenda \(3/2/18\)](#)

[Intro 5- SJECCD Board Meeting Agenda \(3/13/18\)](#)



Response to Commission Action Letter

Recommendation 1

The team recommends the College develop and communicate a methodology for setting institution-set standards (minimum acceptable levels) for course completion and other measures of student achievement, assess performance against the standards, communicate results, and incorporate the information in college planning and decision-making processes. (I.A.2, I.B.3, and ER11).

Actions Taken to Resolve Recommendation 1:

San José City College (SJCC) recognizes that establishing institutional standards, defining goals and benchmarks with respect to those standards, and measuring change against these standards are indispensable parts of the process of developing an institutional research structure capable of helping drive continuous quality improvement. Two corrective actions, as described below, have been taken: A process for establishing standards has been adopted and is now in use, and performance is now being assessed against the standards.

Develop and communicate method

In 2017, the College reviewed the expectations for Institution Set Standards against current practices and created a plan to set standards and goals. Importantly, SJCC utilized the California accountability system as a guide to improve efficiency and avoid duplication of effort. A Program Review Data worksheet was created in Fall of 2017 by the Office of Research, Planning, and Institutional Effectiveness [[CR 1.1](#)]. It requests information and analysis of data in key indicators:

- Student Success Completion
- Enrollment
- Job Placement
- Licensure pass rate
- Transfer



- Degrees
- Certificates

Assessing Performance, Communicating Results, Incorporating Findings

During the 2016-2017 academic year, this new data collection worksheet was piloted during the Program Review process. Participating administrators, faculty, and staff were briefed by the Program Review Committee and Dean of Research on this new process. The campus was made aware of its importance in institutional planning (ER 11). A committee consisting of SJCC faculty members and the Dean of Research, Planning, and Institutional Effectiveness, was formed and met to discuss the methodology for setting the standard. They agreed to set the standards at 90 percent of the three-year average. This proposal was then presented to and unanimously approved by the SJCC Academic Senate at its meeting on March 21, 2017 [[CR1.2](#)].

The data from the annual Program Review Data Worksheet and the approved institution-set standards from the current and previous years are being used in annual planning, to help the College to assess its performance and make informed decisions for the future. The approved institution set-standards not only provide a baseline for student achievement and institutional performance but also include a column with proposed recommendations for a one-year change and specific actions that could be taken to achieve the proposed changes, e.g., awarding more degrees, and helping more students transfer [[CR1.3](#)].

San José City College's new Dean of Research, Planning, and Institutional Effectiveness and Planning and Institutional Effective (PIE) Committee have introduced *SJCC Check Point*, a summary report on institutional planning at SJCC, which will be published annually in the spring semester. The new report will clarify the institutional planning process at SJCC for faculty and staff and will provide updates from the most recent Program Review cycle, as well as a



discussion of progress related to institutional set-standards, pulled from SJCC's annual report to the ACCJC [[CR1.4](#), [CR1.5](#)].

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement. SJCC used the IEPI Scorecard to serve as the framework for setting the standard as well as the stretch, or aspirational, goals [[CR1.3](#), [CR1.6](#)]. Further, SJCC has begun work on Guided Pathways to review transfer rates [[CR1.7](#)]. The results are reported regularly across the campus through program review and planning; the definition of elements and results are used in program-level and institution-wide planning and evaluate how well the institution fulfills its mission [[CR1.8](#)]. Through the program review process, all programs evaluate their student outcomes to determine needed changes, allocate resources, and plan improvements. Further, SJCC has access to Gainful Employment information that indicates programmatic progress as it relates to standards and goals [[CR1.13](#)].

The institution analyzes its performance as it relates to institution-set standards and student achievement. SJCC takes appropriate measures in areas where its performance is not at the expected level. San Jose City College meets the institutional set standards [[CR1.9](#)]. In compliance with USDE regulations and ACCJC standards, the College has identified institution-set standards, indicating acceptable levels of performance. SJCC standards are assessed each year and published in the annual report to the ACCJC. Long and short-term goals as well as results for successful course completion are published in the Educational Master Plan. SJCC has established standards and goals included in program review and then reviewed by division deans and included in action plans. In addition, institution-set standards for areas such as basic skills and distance education are embedded into each program in alignment with the mission.



The institution-set standards and the goals published in the Educational Master Plan address areas such as degree completion, course completion, and number of transferring students. In addition, SJCC has begun to track student outcomes and compare them to the institution set standards and stretch goals as required in the Midterm Report [[CR1.9](#)]. SJCC delineated between the institution-set standards and evidence of the analysis of the standards in support of fulfilling its mission and programmatic improvements (I.B.3).

SJCC has begun to track completion and job placement standards for Career Technical Education (CTE) programs. In particular, Division of Business and Workforce has begun to develop the process of job placement. The short-term objective is to administer these employment surveys to current students and assess their career development needs in areas of service to enrich their education. The long-term objective is to set-up a well-establish fully-functional Career Center hub where students are able to locate current active positions within their respected field of study, attend workshops in areas of (writing resume/cover letters, interview coaching, techniques on how to locate career opportunities, and other related activities). It will also be a positive place to convene for fellow job seekers, gainfully employed to share company insight/advice and any other resources that are deemed helpful to individuals seeking employment on and off-campus [[CR1.10](#), [CR1.11](#)].

In 2016, SJCC engaged in a partnership with Viridis Learning, a job matching solution platform for college students that provides students with a Universal Skill Passport and access to hundreds of local jobs based on a student's skill sets. SJCC piloted Viridis with students in 16 Business and Health programs as well as with its first cohort of students in the coding



academy *Technest SJCC*. Students were granted access and were registered in the platform with immediate access to job opportunities.

The Universal Skill Passport is a real-time job matching platform which gives SJCC students access to local jobs that best match their growing skill-sets. Once students activate their account, they will have access to Skill Passport for a life-time, which will enable students to increase their wage earning potential.

In summer 2017, SJCC students were sent a letter introducing them to Viridis. Students were advised to check their email inbox for a confirmation email from Viridis with instructions to simply click on the link provided, to verify their email account and activate the Skill Passport for free. The letter explained that the solution will match students to hundreds of local jobs based on their interest, knowledge, skills, and ability [[CR.1.12](#)].

Evaluation:

With this series of changes, San José City College (SJCC) now meets ACCJC Accreditation Standard I.A.2 and I.B.3, as well as Eligibility Requirement 11. The College has established a clear process and methodology for collecting program data and setting standards institutionally. These data points are being used to guide the College in planning change, setting realistic goals for the upcoming year, and defining benchmarks by which to measure progress toward goals. Cumulative data will help inform changes in the College's Education Master Plan, thereby making long-term strategic planning a data-based undertaking replete with establishment of evidence-guided goals, objectives and milestones. The applications of data will result in both improved student success and increased institutional effectiveness.

Evidence for Response to Recommendation 1:



| Document Number | Document Title | Document Link |
|-----------------|--|---|
| CR1.1 | SJCC Program Review Data Worksheet | CR1.1_PrgRevDataWrksht16_17 |
| CR1.2 | SJCC Academic Senate Meeting Minutes (3/21/17) | CR1.2_AS_Mtg_Mins_3_21_17 |
| CR1.3 | SJCC Institution Set Standard | CR1.3_InstSetStndrd |
| CR1.4, CR1.5 | SJCC <i>Checkpoint</i> Summary Update | CR1.4_Draft_PIE_Min_2_8_18 CR1.5_Draft_PIE_Min_2_22_18 |
| CR1.6 | IEPI Indicator Rates | CR1.6_IEPI_Indicator |
| CR1.7 | Guided Pathways Self-Assessment | CR1.7_Guided_Pathways |
| CR1.8 | Program Review Data Worksheet | CR1.8_PrV_WS |
| CR1.9 | Midterm Report Template for Tracking Outcomes | CR1.9_Midterm_Data |
| CR1.10 | CTE Employment Survey Template | CR1.10_CTE_Empl_Surv_Temp |
| CR1.11 | CTE Employment Survey Results | CR1.11_CTE_Empl_Surv_Res |
| CR1.12 | Viridis Email to Students | CR1.12_Viridis_Email |
| CR1.13 | Gainful Employment | CR1.13_Gainful_Employment |



Response to Commission Action Letter

Recommendation 3

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

Actions Taken to Resolve Recommendation 3:

San José City College (SJCC) has made a focused effort to build and sustain processes across the institution to ensure that institutional effectiveness measures are being discussed. A central point of this dialogue has focused on college and divisional Student Learning Outcomes (SLOs) that are understood and embraced by faculty, staff and the college leadership. The College strives to sustain a structure for substantive dialog that could better support continuous quality improvement throughout the institution. To ensure full compliance with ACCJC Accreditation Standards, the College has undertaken the following actions:

Created and implemented a process to demonstrate its substantive and collegial dialog regarding student outcomes and institutional effectiveness through committees, advisory committee meetings, workshops, and professional development activities.

Fostering Guided Dialogue

Through campus committees, advisory committees, workshops, and professional development activities, the college has a process to exchange ideas pertaining to student outcomes and institutional effectiveness. San Jose City College has a robust committee structure that includes faculty, classified staff, and administrators [[CR3.9](#)]. All of the committees are structured around student outcomes and/or institutional effectiveness. For example, SJCC has several committees focused on the student outcomes, such as the Basic Skills Initiative



Committee, Distance Education Committee, and Student Success & Equity Committee [[CR3.12](#), [CR3.13](#)]. SJCC also has committees that focus on institutional effectiveness, and they including the Program Review, SLOAC, Finance Committee, and the Planning & Institutional Effectiveness Committees (II.A.2; II.A.3).

Student Learning Dialogue

Additionally, advisory committees play a significant role in student outcomes. For example, the primary purpose of the CTE Advisory Committee is to assist faculty in establishing, operating, and evaluating CTE programs. The advisory committees will ensure that the needs of students, community, and industry partners are met. On March 1, 2018 the Dean of Business and Workforce facilitated a CTE Advisory Committee convening all advisory committee members. During this meeting, all CTE advisory committee members reviewed SLOs and studied program reviews [[CR3.7](#)].

At SJCC, workshops and professional development activities facilitate dialogue surrounding improving the quality of student outcomes and institutional effectiveness. One of the activities SLOAC developed and organized an on-campus was an event dubbed “SLO Sessions” that provided a chance for faculty, staff, and administrators to come together to see how SLO assessments played an instrumental role in planning and resource allocation [[CR3.5](#)].

Communication among faculty related to their Program Student Learning Outcomes (PSLO) is documented in program reviews. Several program reviews have been identified to highlight the dialog that occurred and changes that developed from SLO assessment [[CR3.6](#)] (II.A.2; II.A.3).

A second workshop activity that the College has participated in is the statewide Institutional Effectiveness Partnership Initiative, Partnership Resource Team (IEPI-PRT)



[[CR3.10](#)]. According to their website, “IEPI provides technical assistance through Partnership Resource Teams or “PRTs.” This “colleagues helping colleagues” type of technical assistance is available to colleges, districts, and centers that express interest in receiving support on self-identified issues.” The College had widespread support from the Academic Senate [[CR3.22](#)]. The IEPI-PRT provided a menu of options (MOO) which will help the College increase institutional effectiveness. Currently, the College is working on an Innovation and Effectiveness Plan to apply for a seed grant [[CR3.11](#)]. A third workshop, and professional development activity, relates to Guided Pathways. The College has partnered with National Center for Inquiry and Improvement and several events have taken place to discuss how implementing Guided Pathways can increase the quality of student outcomes and improve institutional effectiveness. Based on this professional development activity, the college, in conjunction with the new faculty coordinator, will submit a 4-year work plan to promote the successful implementation of Guided Pathways [[CR3.14](#)].

The College discussed accreditation and SLOs during the January 2018 Professional Development Day. Also, several activities focused on increasing student outcomes, including increasing awareness of student support services, such as Case Management [[CR3.15](#), [CR3.16](#)].

Developed and implemented a process to broadly communicate a dialog to support continuous quality improvement across the College.

Processes for Collaborative Engagement

The College has a process to broadly communicate through the governance structure, Academic Senate, and College Advisory Council. All committees report out to either the Academic Senate or College Advisory Council. An example of how the Academic Senate



supports continuous quality improvement includes discussing the program viability process, the requirements for faculty to be eligible to teach online, and robust discussions on accreditation [[CR3.17](#)].

The College Advisory Council has continued to broadly communicate to faculty, classified staff, and administrators. All committees that report to CAC give an update. The update provides the campus an overview of activities [[CR3.18](#)]. Another way to understand committee activity is to review committee evaluations [[CR3.19](#)]. The committee evaluations, serve as one of the elements of a new report (SJCC Checkpoint) to ensure that continuous quality improvement is broadly communicated.

The SJCC Checkpoint has been launched. Its purpose is to summarize as well as to stimulate the college-wide discussion of institutional effectiveness and serves as a checkpoint for all on campus. The report will be issued each year shortly before the College's annual spring Professional Development Day [[CR3.22](#), [CR3.23](#)]. Participants will come to the Professional Development Day knowing the content of discussions that have taken place over the previous year and the actions underway as results of those discussions. The document will also focus attention on discussions that need to occur and actions that need to be taken. Additionally, the document explains the annual planning process and the data system that supports planning so all on campus know the issue examination and decision-making process [[CR3.3](#), [CR3.20](#), [CR3.21](#)].

Additionally, another example of a process to broadly communicate dialogue related to continuous quality improvement, is the CTE advisory committee board meeting. As mentioned



above, this activity facilitated various advisory committees that discuss program outcomes and learned behaviors for alumni to be successful in these fields [[CR3.7](#)].

One of the first actions of the Dean of Research, Planning, and Institutional Effectiveness was to work with SJCC faculty and the academic senate. The Dean's goal was to consolidate key committees responsible for aspects of institutional planning into one centralized committee, the Planning and Institutional Effectiveness Committee (PIE). As indicated by the ACCJC External Evaluation Team, SJCC re-evaluated the key elements for a sound, collaborative, evidence-based and sustainable strategic planning and institutional effectiveness process for systematic communication with other governance groups. Through this work, this goal has been achieved [[CR3.21](#)]. The College has restructured the Strategic Planning Committee into the Planning and Institutional Effectiveness Committee (PIE). The PIE Committee is now responsible for guiding the institution in developing a more focused approach to data gathering and data-based strategic planning, an effort that is already having a positive impact on institutional effectiveness [[CR3.2](#)]. As the PIE Co-Chair, the Dean addresses key institutional effectiveness issues and coordinates planning efforts on campus. The Dean also sits on the College Advisory Committee to ensure planning is communicated to the campus [[CR3.1](#)].

Evaluation:

San José City College (SJCC) meets ACCJC Accreditation Standards I. B.1, II.A.2, and II.A.3. The College has strengthened mechanisms for generating regular and substantive college-wide dialog regarding student and institutional outcomes. This includes ensuring all committees focus on student outcomes and/or institutional effectiveness. There are consistent advisory committee meetings, workshops, and professional development activities to support substantive



and collegial dialogue regarding student outcomes and institutional effectiveness. Further, there is a process to broadly communicate a dialogue to support quality improvement across the College. The process includes the committees reporting out to Academic Senate and College Advisory Council. One committee (PIE Committee) reviews this process and broadly communicates out to the campus by creating the SJCC Checkpoint. Lastly, there is an administrator to support institutional planning. Consequently, there are more consistent SLO assessments, both programmatically and institution wide, to guide the College's planning efforts. With these new mechanisms and structures in place, the College looks forward to improving its institutional effectiveness, which the college stakeholders expect will enhance student educational outcomes.

Evidence for Response to Recommendation 3:

| Document Number | Document Title | Document Link |
|-----------------|--|--|
| CR3.1 | Dean of Research, Job Description | CR3.1 Dean Of Res Job Desc |
| CR3.2 | SJCC PIE Committee Description | CR3.2 PIE Description |
| CR3.3 | Copy of <i>SJCC Check Point</i> Flow Chart | CR3.3 Chck Pnt Flw Chrt |
| CR3.4 | SLO News | CR3.4 SLO News Feb 2018 |
| CR3.5 | SLO Sessions Invitation | CR3.5 SLO Sessions Invite |
| CR3.6 | Program Review | CR3.6 Com ECE Rdg PrgRev 17 18 |
| CR 3.7 | CTE Advisory | CR3.7 Advisory Min 3 1 18 |
| CR 3.8 | GESLOs | CR3.8 SLO Sessions PPT |
| CR3.9 | SJCC Committees website | CR3.9 SJCC Committees |
| CR3.10 | IEPI Partnership Resource Teams | CR3.10 IEPI |
| CR3.11 | IEPI: Menu of Options (MOO) | CR3.11 IEPI MOO |
| CR3.12 | DE Committee Meeting Minutes (11/13/17) | CR3.12 DE Com Mins 11 13 17 |
| CR3.13 | Student Success and Equity Committee Minutes | CR3.13 SSE Minutes 3 16 17 |
| CR3.14 | Guided Pathways Self-Assessment | CR3.14 Guided Pathways |
| CR3.15 | Fall 2017 PDD Agenda | CR3.15 PDD Agenda FA 2018 |



| | | |
|--------|--|--|
| CR3.16 | Spring 2018 PDD Agenda | CR3.16 PDD Agenda SP 2018 |
| CR3.17 | Academic Senate Agenda | CR3.17 AS Min |
| CR3.18 | CAC Committee Reports | CR3.18 CAC Comm Rep |
| CR3.19 | PIE Committee Self-Evaluations | CR3.19 PIE Self Eval |
| CR3.20 | CAC Checkpoint Update | CR3.20 Chk Pnt |
| CR3.21 | Academic Senate Minutes, Supporting IEPI | CR.3.21 AS Min IEPI |
| CR3.22 | SJCC <i>Checkpoint</i> Summary Update | CR3.22 Draft PIE Min 2 8 18 |
| CR3.23 | | CR3.23 Draft PIE Min 2 22 18 |

Response to Commission Action Letter

Recommendation 5

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

Actions Taken To Resolve Recommendation 5:

Developed a Memorandum of Understanding with the Center for Employment Training to ensure that all instructional programs offered at CET.

San José City College (SJCC) clarified and formalized its relationship with CET to ensure compliance with the ACCJC Standards and Eligibility Requirement cited. Workforce and related education has been an important function identified in the college and district missions designed to meet community and economic needs. SJCC recognizes that the programs only improve by shoring up the role of the CET and improving the manner and method curriculum is developed and implemented as well as how students are supported in their work.

First, in fall 2016, San José City College (SJCC) developed a new Memorandum of Understanding (MOU) with the Center for Employment Training (CET). It was signed on October 17, 2016, ensuring that all instructional programs offered by SJCC at CET are consistent with the College's mission, course, and program requirements.¹

The MOU connects the curriculum and services at CET with the college's mission. The mission of San Jose City College "*is to serve our students and the community by offering high quality, relevant, and innovative instruction for basic skills, career pathways, university transfer,*

¹ See, Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations.



and life-long learning” and with the district mission to “to meet the diverse educational and workforce needs of our community by empowering our students to become agents of socio-economic change ” (I.A; II.A.1).

Then, the MOU also addresses the issue of student support services for SJCC students enrolled in courses or programs at CET. It ensured that these students will receive support services comparable to services provided to students taking classes at the College campus. Article 4.6 of the MOU, for example, states that both the District and the Agency (CET) will ensure that “...ancillary and support services are provided for students (e.g., Counseling, Guidance, and Placement Assistance).” Article 3.9 also addresses support services for students who are English Language Learners (II.C.1, II.C.3: ER 15).

Additionally, SJCC offers 4 classes at CET. Students follow the same Early Childhood Education curriculum and meet the same prerequisites for entering the program that they would if taking classes on the SJCC campus. Students also face the same timeline for meeting prerequisites. After core classes, some students move to SJCC and some just get their certification.

Finally, all students enrolled through SJCC, whether studying on campus or at a partner location, have full access to campus services, such as the SJCC library [[CR5.1](#)]. Appropriate student services have been allocated to CET programs to ensure that all enrolled classes are supported in a manner consistent with San José City College’s other off-site programs (II.B; II.C.1) [[CR 5.2](#)].

Evaluation:



With the adoption of a Memorandum of Understanding (MOU) between the Center for Employment Training (CET), and San José City College (SJCC), the concerns raised by the ACCJC External Evaluation Team in College Recommendation 5 have been addressed. The College now meets ACCJC Accreditation Standard II.A.1, II.C.1, and II.C.3, as well as ACCJC Eligibility Requirement 15, guaranteeing that mission-based instructional programs and commensurate student support services are provided to students, regardless of location.

Evidence for Response to Recommendation 5:

| Document Number | Document Title | Document Link |
|-----------------|---|--|
| CR5.1 | Memorandum of Understanding (MOU) between SJCC and CET (10/17/16) | CR5.1 CET MOU |
| CR5.2 | Student Support Services Provided to Distance Education students | CR5.2: Recommendation 8 elaborates on Student Support Services to Distance Education students. |



Response to Commission Action Letter

Recommendation 6

The team recommends that all individual course syllabi include information consistent with the approved Course Outline of Record (COR) and approved Student Learning Outcomes (SLOs) (I.C.1, II.A.3).

Actions Taken To Resolve Recommendation 6:

Developed a process for all individual course syllabi to ensure it will include information consistent with the approved Course Outline of Record and approved Student Learning Outcomes (SLOs).

Aligning CORs with Course Syllabi.

San José City College is committed to ensuring that students receive course information in a clear and accurate manner, and are aligned with the institution's approved curriculum and learning outcomes. First, SJCC instituted a system to regularly monitor and track course syllabi to ensure that they are aligned with the most recent and active corresponding Course Outline of Record and Student Learning Outcomes (SLOs). In January 2017, the Vice President of Academic Affairs at San José City College adopted procedures to facilitate the regular monitoring of course syllabi for accuracy, consistency, and alignment with the corresponding approved Course Outlines of Record and the SLOs stated therein (I.C.I, II.A.3).

Next, the Deans for each of the divisions (Business and Workforce Development, Counseling, Humanities and Social Science, Kinesiology & Athletics, Language Arts, Library and Distance Education, and Math and Science) are responsible for ensuring that course syllabi in their respective Academic Divisions (I.C.1, II.A.3). The same procedures are in place in the area of CTE with the Dean for Business and Workforce having responsibility for compliance of the syllabi with ACJCC Standards.



Additionally, the Senior Division Administrative Assistant for each division and for each specialty area in Career Technical Education have been tasked with the responsibility of asking faculty for copies of their syllabi at the beginning of each semester and evaluating each individual syllabus against the Course Outline to verify compliance with the cited accreditation standards (I.C.I, II.A.3). The Course Outline includes the course number, title, and a checklist of compliance indicators, which verify specific elements of the syllabi such as:

- a) Course description on the syllabus must match the description in the current Course Outline of Record, which is updated every five years as required by Title 5;
- b) SLOs are listed on the syllabus;
- c) SLOs listed on the syllabus match the SLOs listed in the COR;
- d) Attendance and grading policies are accurate and active [[CR6.1](#), [CR6.2](#), [CR6.3](#)].

Each Senior Division Administrative Assistant is responsible for reviewing each course syllabi to make sure that it meets these criteria and for, subsequently, following up with individual faculty members to make any required corrections or adjustments. If there are misalignments between COR and syllabus, then the Senior Division Administration Assistant will reach out to the faculty to correct it. The administrative assistants will also provide status updates to the division dean about any potential compliance issues that may still be present. Finally, a copy of the completed syllabus is given to the SJCC Office of Academic Affairs to be electronically archived for future reference and documentation purposes. The completed syllabi are also available on the SJCC SharePoint site [[CR6.4](#)].

Additionally, SJCC has also improved its processes for regular and systematic documentation of advisory committee evaluations of CTE program SLOs. Our Career Technical



Education Advisory Committees regularly evaluate the program SLOs, comparing the program's SLOs to current industry trends. SJCC then gleans the relevant information from advisory committee meeting minutes to inform CTE programs of changes/updates in various fields. This information, coming from current industry leaders, informs SJCC's programs and departments whether their current program SLOs reflect the most current required industry outcomes and behaviors (I.C.I, II.A.3). When SLOs do not meet industry standards, faculty are informed that SLOs require updates or changes based on current industry needs and trends. By using this type of systematic inquiry and documentation from the Advisory Boards and by subsequently using this information to inform programs about dynamic industry needs we assure that our students complete their programs with knowledge, skills, and abilities that are current to their fields, something that greatly enhances their opportunities for success in their chosen fields [[CR3.7](#)].

CTE Advisory Committees and SLO Updates

As noted earlier, the Dean of Business and Workforce Development (BWD) has been tasked with documenting all Advisory Committee meetings as well as facilitating regular dialogs focusing on SLO improvement based on real-world data. Those duties are included in the Dean's job description [[CR6.5](#)].

Therefore, the Dean of Business & Workforce Division is facilitating systematic review and updating of SLOs by the advisory committees in part by bringing members of the individual advisory committees together in a CTE Advisory Committee. The Dean is using this Advisory Committee as a forum where members of the individual CTE advisory committees can be familiarized with the concept, purpose and methods of program reviews. The first such convocation for these purposes was held on March 1st. Improving program review will result in



each advisory committee becoming increasingly effective in meeting the needs of students, the community, and industry partners [[CR3.7](#)].

The primary purpose of the CTE Advisory Committee is to assist faculty in establishing, operating, and evaluating CTE programs. The advisory committees ensure that the needs of the students, community, and industry partners are met. In addition, the faculty and advisory committee reviewed the CTE SLOs so that advisory committees familiarize themselves with the purpose and concept of Student Learning Outcomes.

Evaluation:

San José City College has addressed the deficiencies and concerns cited in College Recommendation 6 by the ACCJC External Evaluation Team and is now in compliance with ACCJC Accreditation Standard I.C.1 and Standard II.A.3. First, the College has created a system for regularly monitoring and verifying all course syllabi (including syllabi for CTE courses) and making timely adjustments to ensure accuracy, consistency, and alignment with the approved Course Outline of Record and Student Learning Outcomes (SLOs). Next, the College has established a process for advisory committees to give feedback on SLOs to ensure student learning was up to date with industry standards.

Evidence for Response to Recommendation 6:

| Document Number | Document Title | Document Link |
|-----------------|--|---|
| CR6.1 | Course Syllabi Monitoring Matrix | CR6.1 Syll Tracking Temp |
| CR6.2 | E-mail from SJCC Office of Academic Affairs requesting syllabi from faculty (9/5/17) | CR6.2 Syllabus Info Email |
| CR6.3 | Example of Course Outline of Record | CR6.3 Course Outlines |
| CR6.4 | SJCC Course Syllabi Repository | CR6.4 Syllabi |



| | | |
|-------|-------------------------------|---|
| CR6.5 | Division Dean Job Description | CR6.5 Div Dean Desc |
| CR3.7 | CTE Advisory | CR3.7 Advisory Min 3 1 18 |

Response to Commission Action Letter

Recommendation 7

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

Actions Taken to Resolve Recommendation 7:

Approved a revised AP 4020 reflecting federal requirements

San José City College is fully committed to creating, building and evaluating courses and programs, especially pertaining to academic credit. To address the ACCJC External Evaluation Team’s recommendation, the College identified and implemented the following corrective action:

The College worked with the District to finalize and approve an updated version of AP 4020 Program and Curriculum Development that includes clock-to-credit hour calculations that adhere to the Department of Education’s conversion formula. The revised AP 4020 in line with BP 4020 incorporates language aligned with the federal regulations and ensures that the credit to clock hour and ACCJC accreditation standards and eligibility requirements and related educational code regulations are adhere to (II.A.9). To guide practice, the document provides clear and specific definitions based on federal regulation regarding both a “credit hour” and a “clock hour”² [[CR7.1](#)]. The revised AP 4020 was unanimously approved by the SJECCD District Council at its December 2016 meeting (12/1/16) and posted to the District website [[CR7.2](#)].

² See, Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Section Credits, Program Length, and Tuition.



In practice, schedules are submitted by the deans in the academic divisions to the Office of Academic Support. The schedule coordinator validates each section before it is added to the published schedule to ensure the meeting times in the schedule met the correct contact hours for that course.³ The coordinator uses both the course outline of record and the district’s Master Schedule Contact Hours document to verify this [\[CR7.3\]](#) (II.A.9).

Evaluation:

San José City College has addressed the concerns cited in College Recommendation 7 by the ACCJC External Evaluation Team and now meets ACCJC Standard II.A.9 and ER 10. AP 4020, in line with BP 4020 incorporates language aligned with the federal regulations and ensures that the credit-to-clock hour and ACCJC accreditation standards and eligibility requirements adheres to U.S. Department of Education calculations. The College is in compliance with the Accreditation Standard and in alignment with clock-to-credit hour calculations in all three areas of operation: policy, procedure, and practice (II.A.9). Lastly, the District has a Board Policy and Administrative Procedure 2410, to ensure that all policies and procedures are reviewed regularly [\[CR7.4\]](#).

Evidence for Response to Recommendation 7:

| Document Number | Document Title | Document Link |
|-----------------|---|---|
| CR7.1 | AP 4020 Program and Curriculum Development | CR7.1 AP4020 |
| CR7.2 | SJECCD District Council Meeting Minutes (12/1/16) | CR7.2 Dist Cncl Min 12 1 16 |
| CR7.3 | Master Schedule Contact Hours | CR7.3 Schedule Cont Hrs |

³ See, Commission Policy on Commission Policy on Institutional Degrees and Credits.

| | | |
|-------|---|----------------------------------|
| CR7.4 | Board Policies and Administrative Procedures of Continuous Review | CR7.4 BP AP 2410 |
|-------|---|----------------------------------|

Response to Commission Action Letter

Recommendation 8

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

Actions Taken To Resolve Recommendation 8:

Provide electronic access to student support services, including tutoring, distance education technical support, and student educational plan development for online students.

Electronic Access to Student Supports

The College is providing an array of support services to help students achieve their educational goals, regardless of location or means of delivery. Actions have also been developed so that all student support programs have identified learning outcomes and complete their program reviews.

The College is also committed to ensure that all SJCC programs, both academic and student services, have identified student learning outcomes and undergo regular program review. The College provides full electronic access to student support services for online students enrolled at SJCC (II.C.3, ER17). San José City College provides electronic access to and information about the full array of student services offered at the College to all students enrolled—including online students. This includes electronic access to specific services listed in ACCJC College Recommendation 8, such as tutoring, distance education technology support, and Student Educational Plan (SEP) development for online students.



The College's goals, procedures, offerings, and future for developing its Distance Education (DE) programs are outlined in the *San José City College Distance Education Plan, 2015-2018*, a multi-year plan developed by the SJCC Distance Education Committee. The plan describes the College's commitment to providing student-centered services that support students enrolled in DE classes, such as online tutoring, counseling, library resources, and technical support for students using Canvas, the online learning platform [[CR8.1](#)].

SJCC has made student services available to all students—including DE students—upon enrollment [[CR8.2](#), [CR8.3](#), [CR8.5](#), [CR8.6](#), [CR8.7](#), [CR8.8](#), [CR8.9](#), [CR8.10](#), [CR8.11](#)]. SJCC offers those services in both an in-person and online format to make them as conveniently available as possible to students. For those students who are unable to come to campus for core support services such as orientation, Student Education Plan (SEP), counseling, tutoring, and tech support, these services are available online along with a variety of other student support services.

In accordance with the state mandate regarding community college student success programs, SJCC requires that all students participate in a mandatory college orientation and prepare an SEP by the end of their first semester of college (II.C.3, ER17). For students unable to attend the orientation and SEP preparation on campus, the College offers an online college orientation, and regardless of location, all students use an online form to prepare their SEP [[CR8.2](#)].

Once students have completed the orientation, they are referred to a counselor to complete an initial Student Education Plan (SEP). All students (online and on-site) use the same electronic SEP form to build their individual educational plan. Students have access to their current active SEP via the SJCC MyWeb student portal [[CR8.3](#), [CR8.4](#)].



In the past, SEP planning and counseling for DE students were conducted by telephone. In 2016, to improve options for DE students, the SJCC Counseling Department researched and purchased a new software program for online counseling, Cranium Café, which was launched in spring 2017. All students, online and on-site alike, are now able to interface with counselors and develop their educational plan in a virtual environment [[CR8.5](#)]. To further meet our students' needs, the Counseling Department has moved towards having meetings with students on Zoom.

Additionally, the College's Counseling Department has created a unique departmental e-mail address (sjcc.counselingappts@sjcc.edu) to facilitate a more accessible and uncomplicated means for DE students to request counseling appointments. These sessions are conducted by phone or e-mail. The department's web page at www.sjcc.edu provides a wealth of additional essential information about the wide range of services available to students, as well as links to other vital college student support services and resources (II.C.3, ER17); [[CR8.8](#)].

The Counseling Department's web page also contains "Student Lingo," an e-resource that offers more than 40 on-demand student success videos that are accessible around the clock. The videos cover topics such as study tips, time management, exam preparation, financial aid, financial literacy, résumé writing, and job interview skills [[CR8.6](#), [CR8.7](#)].

Additionally, the College launched Financial TV in fall of 2016. Financial TV (FATV) is a series of videos regarding financial aid. These videos are generally 2-5 minutes in length and cover everything from eligibility, the Financial Aid application process, to repaying student loans, and other personal budget items. These videos also include information on state (California) financial aid programs such as the BOG Fee Waiver and CA Dream Act Application and several of the videos are presented in both English and Spanish. As a component of our



web-site, FATV is available at all times to students and others, with internet access. FATV works to maintain currency of its videos by updating them as laws, regulations and policies at the Federal and State level change.

There is a link on our Financial Aid landing page taking students to the SJCC FATV home page [[CR8.21](#), [CR8.22](#)]. There are also two FATV videos imbedded into the Financial Aid landing page (link listed above). (II.C.3)

Students are informed of this resource during various Financial Aid presentations, both on and off campus, as well as a periodic message in email blasts to all SJCC students. During Financial Aid Awareness Week this is also one of the office's features the staff advertises to students. San Jose City College also contracted two extra components of FATV. One is a Financial Literacy counseling component, which is presented at various financial aid workshops and orientations to students. Additionally, GetSAP is a series of interactive workshop videos regarding Satisfactory Academic Progress (SAP). Students who are placed on denied status for not making or maintaining SAP are required to attend a SAP workshop to appeal to have their financial aid reinstated. There are several in-person workshops offered throughout each semester and with the implementation of GetSAP, students are now able to fulfill that requirement remotely and at their own schedule and pace. When students are notified of their denied status, they are emailed information about both the in-person workshops as well as GetSAP. Reports are generated on-demand to inform the Financial Aid Office of who is using GetSAP, who is completing the required components and who is in progress. This information is used to advise students of their progress toward meeting this requirement and to record the completion of the requirement as applicable.



The Library plays an important role in providing services for online students, faculty, and staff. As proclaimed on its web page, the Library is committed to “...bringing the library to where you are...” and “...offering equal access to services and resources regardless of your physical location” (II.C.3). The Library’s web page also features links to a broad range of online library and research materials for students, including online databases, online research guides, an e-book collection, library tutorials, and online help via e-mail. Students, staff, and faculty can access these online features at any time and can utilize the on-campus services during regularly scheduled weekday and weekend hours [\[CR8.9\]](#).

The SJCC Library and Learning Resource Center (LRC) makes on-site library and tutoring services [\[CR8.23\]](#) available to all students from 8:30 am to 9:00 pm Monday-Thursday, 8:30 am to 2:00 pm on Fridays, and 11:00 am to 3:00 pm on Saturdays. Students may also access these services online through the Library web page and learning management system (Canvas) (II.B.).

The Reading and Writing Center (RWC) offers online tutoring to help students improve their reading and writing skills in all their courses across the curriculum. In addition, the College subscribes to an online service, NetTutor which provides around-the-clock tutoring services in a variety of subject matter and is primarily geared toward distance education students and students in hybrid classes, although all students with access to Canvas (including those in face-to-face classes) can access NetTutor. Students can also access this service through the Library website [\[CR8.10, CR8.11\]](#) (II.B; II.C.).

The District’s Information Technology Support Services (ITSS) Help Desk offers all SJCC students support by phone and e-mail during regular business hours (Monday-Friday, 7:00



am to 5:30 pm). Since the 2016 summer session, the College has used Instructure Canvas as its online Learning Management System (LMS). Instructure provides students with phone support during the hours when the ITSS Help Desk is not available. The Help Desk phone number and email address as well as the support phone number for Instructure Canvas are posted on the College website [[CR8.12](#), [CR8.13](#)].

Finally, the SJCC Distance Education Handbook, developed by the College's Distance Education Committee, serves as a resource for faculty and includes the College's procedures regarding distance education (e.g., minimum faculty qualifications for teaching online, as well as information about resources available to faculty, including the OEI, NetTutor, Canvas, Turnitin, and ADA regulations [[CR.8.14](#), [CR8.15](#)]).

All programs, including student services, participate in program review. As part of the program review, student learning outcomes and service area outcomes are addressed.

Program Review as the Driver for Improvement

All programs of the College, including student support programs, undergo program review on a four-year schedule that includes three years of Annual Program Review (APR) and a fourth year of intensive review called Comprehensive Program Review (CPR). The program review schedule for student services is provided below. Identification of learning outcomes is required in program review for every academic program and, for support service areas, an equivalent outcome identification called Service Area Outcomes is required. The College has ensured that all student support programs have identified learning outcomes and undergo regularly scheduled program review.

Program review is an integral part of the integrated planning and resource allocation model at San José City College (SJCC). On the SJCC website, under College Plans and Review,



the College lists “...evaluation processes such as program reviews...” as critical elements in helping the institution fulfill its mission and multi-year strategic plan. The Comprehensive Program Review Handbook is also listed among key SJCC planning documents [[CR8.16](#)].

All divisions of the College, whether they be instructional, student services, or administrative undergo program review on a defined cycle. This is a four-year cycle marked by Annual Program Reviews (APR) for three consecutive years and a more detailed Comprehensive Program Review (CPR) in the fourth year (I.B.5, II).

Committee Leadership

The College’s Program Review Committee is responsible for overseeing the operation and planning of the program review process. It is a standing committee of, and reports to, the SJCC Academic Senate. Oversight of this committee includes communication with College departments, review of submitted reports, validation of completed reports, and posting of validated reports for use in the College’s annual resource allocation process. The timeline and steps for both Annual and Comprehensive Review are posted on the Program Review web page of the SJCC website, along with the meeting agendas and minutes [[CR8.17](#)].

Individual programs, including student services programs, undergo Comprehensive Program Review on a rotating basis, according to a timeline and calendar prepared by the committee. The chart below outlines five years of the review schedule for SJCC’s student services programs:

| Annual and Comprehensive Program Review Schedule for SJCC Student Services Programs for the Past Five Years (2013-2014 to 2017-2018) | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| Student Services Program Area | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 | 2017- 2018 |
| | | | | | |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| Admissions and Records | APR | APR | APR | CPR | APR |
| Assessment Center | APR | APR | APR | CPR | APR |
| CalWORKs | APR | CPR | APR | APR | APR |
| Career and Transfer Center | APR | APR | CPR | APR | APR |
| Counseling and Orientation | CPR | APR | APR | APR | CPR |
| Extended Opportunity Programs & Services | APR | CPR | APR | APR | APR |
| Financial Aid | APR | CPR | APR | APR | APR |
| Health Services | APR | APR | CPR | APR | APR |
| International Student Program | CPR | APR | APR | APR | CPR |
| Student Accessibility Services (formerly Disabled Student Programs & Services—DSPS) | APR | CPR | APR | APR | APR |
| Student Development Activities Student Life, Activities/Outreach | APR | APR | CPR | APR | APR |
| Veterans' Affairs | APR | CPR | APR | APR | APR |

*APR= Annual Program Review

*CPR= Comprehensive Program Review

As outlined on the Program Review web page, under the section marked Comprehensive Program Review Calendar 2017-2018 (pp. 4-5), two of the College's student services programs are slated to participate in Program Review during the 2017-2018 academic year: Counseling and Orientation, and the International Student Program. Campus Technology Support & Services (CTSS), which provides tech support for the campus at large including student support services, will also undergo Program Review in 2017-2018. All other student support programs will complete an Annual Program Review [\[CR8.18\]](#).

Including Student Learning

The forms for the Annual Program Review and the Comprehensive Program Review both require that all programs, academic and non-academic alike, state and assess their Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), or Program Student Learning Outcomes (PSLOs). Except for the Library, which has certain services that fall under Academic Affairs, all student support programs at SJCC use the College's standardized Student Affairs:



Programs and Services template for Program Review, which can be found in the SJCC Program Review Handbook 2015-2016 on the College Plan and Program Review web page. The template asks participating programs to list their SAOs and/or PSLOs and discuss how these align with the College's mission and General Education Student Learning Outcomes (GESLOs) [[CR8.16](#)].



Participants are also asked to describe how the department or program discusses, reviews, assesses, and revises individual SAOs and PSLOs. For the Comprehensive Program Review, they are asked to consider the past four years of SAO/PSLO assessment and share one or two success stories about the impacts of this assessment on student learning and/or service delivery. Completed Annual and Comprehensive Program Reviews for each academic year are stored on the College Plan and Program Review web page, where they are available to faculty, staff, and administrators for reference [[CR8.19](#), [CR8.20](#)].

Evaluation:

San José City College (SJCC) has addressed concerns cited in College Recommendation 8 by the ACCJC External Evaluation Team and meets ACCJC Standards I.C.3 and ER17. First, the College delivers equitable access to “appropriate, comprehensive, and reliable support services for online students,” especially tutoring services and distance education technical support. Electronic student education plans, improved online counseling software, and an online student success video library now make it easy for all students, regardless of location, to access the support services they need in a user-friendly, timely, and convenient format.

All student services programs are on track toward completing either an Annual Program Review or Comprehensive Program Review according to the calendar and timeline set by the College’s Program Review Committee. As part of the template for the Program Review, all programs and services at the College are asked to list, assess, and discuss their Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) and/or their Program Student Learning Outcomes (PSLOs), depending on the program. This component is required for the Program



Review to be validated and subsequently utilized in the annual budgeting and resource allocation process.

Evidence for Response to Recommendation 8:

| Document Number | Document Title | Document Link |
|-----------------|--|---|
| CR8.1 | SJECC Distance Education Plan, 2015-2018 | CR8.1 DE Plan 15-18 |
| CR8.2 | SJECC Online College Orientation Instructions | CR8.2 Online Orntion Instr |
| CR8.3 | SJCC Students Access to Electronic Educational Plans | CR8.3 StuElecEdPlanAccess |
| CR8.4 | SJCC Sample Student Educational Plan | CR8.4 SampleStuEdPlan |
| CR8.5 | Cranium Café Service Agreement | CR8.5 Cranium Cafe Contract |
| CR8.6 | Student Lingo log-in page | CR8.6 Student Lingo log-in page |
| CR8.7 | Student Lingo flyer | CR8.7 studentlingo flyer |
| CR8.8 | SJCC Counseling Department homepage | CR8.8 Counseling Department |
| CR8.9 | SJCC Library DE web page | CR8.9 SJCC Library DE web page |
| CR8.10 | SJCC Reading and Writing Center | CR8.10 SJCC Reading and Writing Center homepage |
| CR8.11 | NetTutor | CR8.11 NetTutor |
| CR8.12 | SJCC ITSS Help Desk | CR8.12 SJCC ITSS Help Desk homepage |
| CR8.13 | SJCC Canvas learning platform | CR8.13 Canvas homepage |
| CR8.14 | SJCC Faculty DE Handbook | CR8.14 Faculty DE handbk |
| CR8.15 | SJCC Faculty DE Handbook pages related to resources | CR8.15 Faculty DEhandbk Res |
| CR8.16 | SJCC College Plan and Program Review web page | CR8.16 College Plan and Program Review web page |
| CR8.17 | SJCC Program Review web page | CR8.17 SJCC Program Review web page |



| | | |
|--------|---|--|
| CR8.18 | SJCC Program Review— Comprehensive Review Calendar 2017-2018 | CR8.18 SJCC Program Review Comprehensive Review Calendar |
| CR8.19 | SJCC Program Review SLO template | CR8.19 Prog Rev SLO |
| CR8.20 | SJCC Sample Program Reviews | CR8.20 StuSers ProgRev |
| CR8.21 | Financial Aid | CR8.21 SJCC Fin Aid |
| CR8.22 | Financial Aid TV | CR8.22 FinAid TV |
| CR8.23 | Library | CR8.23 Library |



Response to Commission Action Letter

Recommendation 9

The team recommends the College create, implement, and assess the effectiveness of a procedure for documenting formal student complaints, including creating and maintaining a repository of complaints available for review [II.C.8, 602.16 (a)(1)(ix), and 668.43].

Actions Taken To Resolve Recommendation 9:

San José City College clarified and reinforced the policies for documenting formal student complaints, including creating and implementing a clear process and maintaining a repository of complaints for review.

Created, implemented and assessed the effectiveness of a procedure for documenting formal student complaints, including creating and maintaining a repository of complaints available for review.

Creation, Implementation, Assessment

San José City College has taken significant steps over the last year to clarify its policies and procedures related to formal student complaints and to ensure that all constituencies—students, faculty, staff, and administrators—have access to the student complaint process. These institutional improvements are described in the following actions. Faculty members are part of a Matriculation Committee to ensure Administrative Procedures include all constituencies are heard [[CR9.13](#)].

In spring of 2017, the SJCC Office of the Vice President of Student Services produced a Complaint Process flowchart, mapping out the specific steps in both the informal and formal processes for handling a student complaint, and frequently asked questions [[CR9.1](#), [CR9.8](#)]. Students with a concern or issue—other than Title IX, sexual harassment or discrimination—may first bring the issue to a concerned party to resolve internally. If they are unable to resolve



the issue, the next step is to involve the appropriate administrator to work with them to resolve the issue. If they are still not able to resolve the issue, the student may file a formal complaint.

The Complaint Process

Once a formal complaint is filed, the form is routed to one of four administrators: 1) the appropriate College administrator, 2) the Americans with Disabilities Act Compliance Officer, 3) the Division Dean or Vice President of Academic Affairs, or 4) the Vice President of Student Affairs (Title IX or sexual harassment or discrimination). Unresolved complaints may eventually be forwarded to the College President, the District Equal Employment Opportunity (EEO) Officer, the Chancellor, Board of Trustees, or the Office of Civil Rights (OCR), depending on the type of complaint (II.C.8).

Repository of Records

San José City College has established an online repository of complaints available for review. SJCC has rectified this situation by creating and implementing a comprehensive procedure for documenting and archiving formal student complaints. Starting in the 2017-2018 academic year, all student complaints at SJCC have been logged into an online repository of formal and informal complaints. For this purpose, the College selected Maxient, a specific software for the confidential maintenance of complaints and behavior records. In spring 2017, the Office of the Vice President of Student Services held trainings for all SJCC administrators to 1) review the new flowchart outlining the various steps in the informal and formal student complaints processes, 2) introduce the new Maxient software, 3) increase understanding of compliance requirements and confidentiality issues, and 4) ensure all are using a standardized process for documenting student complaints. Additionally, a Maxient User Guide was developed



to assist administrators in using Maxient and to ensure the online repository is used correctly (II.C.8)⁴;[[CR9.2](#), [CR9.3](#)].

Evaluation of Complaint Processes

San José City College has introduced an annual assessment of the SJCC student complaint process. To encourage continuous improvement in the management and resolution of student grievances, the SJCC Office of the Vice President of Student Services has taken the additional step of introducing an annual assessment of student complaints and the complaints process. As a College, SJCC maintains a database to monitor student complaints. Through the data collection within Maxient, the College understands the types of student complaints. Further, the types of student complaints are systematically aligned to a college administrator's role. This assessment was initiated and coordinated by SJCC's new Risk Assessment Behavior Intervention Team (RABIT), a multidisciplinary group that meets regularly to evaluate trends in individual and group behavior on campus. (II.C.8) As part of its work, RABIT is responsible for communicating student concerns and complaints to the larger campus community on an annual basis [[CR9.11](#)].

The RABIT Student Complaints and Concerns sessions are conducted by the SJCC Director of Student Development and Activities, who is responsible for student discipline, and the SJCC Case Manager, a new position that was created to provide non-clinical prevention, intervention, and support services for students. The Case Manager has begun to assist students in crisis and provide faculty members additional information on how to file a report when they are concerned for their students. In fall 2017, they provided updates to the College Advisory Council

⁴ See, Commission Policy on Student and Public Complaints Against Institutions.



(CAC), and Academic Senate. Faculty members are supportive of the process and they have continued to support the policies and procedures [[CR9.4](#), [CR9.5](#), [CR9.9](#), [CR9.11](#)].

Making Students Aware

San José City College has updated its student complaints procedures and related explanatory materials and forms. These are available to SJCC students on the College website. The student complaints process is part of the SJCC Student Code of Conduct, which is listed on the College website and in the College catalog and is available to all students. Upon enrollment, students are provided with a copy of the Complaints Process Flowchart, a related flowchart that advises them regarding who they should contact for specific kinds of grievances, and a related Frequently Asked Questions (FAQ) document that provides vital information for students who may be considering submitting a complaint or grievance. In addition, there is now an updated San José City College Student Grievance Form [[CR9.5](#), [CR9.6](#), [CR9.7](#), [CR9.8](#), [CR9.10](#)].

Finally, the college has placed on its main accreditation page the names and relevant contact information, including where to file complaints, for each programmatic accreditor and state or other licensing body [[CR9.12](#)].

Evaluation:

San José City College has addressed the deficiencies and concerns cited by the ACCJC External Evaluation Team in College Recommendation 9. First, the College has created and implemented new procedures for submitting informal or formal student grievances and has established an online repository for documenting and archiving student complaints for institutional assessment and external review by the ACCJC. As part of this improvement process, the College has established a built-in annual assessment of the types of student complaints



generated, and the institution’s effectiveness in handling and resolving complaints over the previous year. Finally, SJCC has updated all forms related to the student complaint process, has informed students about these updates, and has made the forms accessible on the College website.

With these procedural improvements in place, the College meets ACCJC Accreditation Standard II.C.8. The introduction of an online repository for student complaint files also addresses concerns raised regarding the specific federal regulations and Commission requirements cited. The College cannot provide six years of student complaint files for external review; however, this new online system will, moving forward, allow the College to properly maintain files. By 2023, the College will have the data to meet this requirement fully.

Evidence for Response to Recommendation 9:

| Document Number | Document Title | Document Link |
|-----------------|--|---|
| CR9.1 | Complaints Process Flowchart | CR9.1 Complaint Process |
| CR9.2 | SJCC Student Grievance Form from Maxient | CR9.2 Stu Grievance Form |
| CR9.3 | Maxient User Guide | CR9.3 Maxient User Guide |
| CR 9.4 | How to File a “Person of Concern” Referral | CR9.4 Maxient pers concern |
| CR9.5 | SJCC BIT Development & Charge | CR9.5 BIT Devel Charge |
| CR9.6 | SJCC Student Conduct Policy | CR9.6 AP BP Student Cond |
| CR9.7 | SJCC Student Grievances Information Flow Chart | CR9.7 Stu Grievance Chart |
| CR9.8 | SJCC Student Grievances Frequently Asked Questions (FAQ) | CR9.8 FAQ |
| CR9.9 | RABIT Campus Updates | CR9.9 RABIT Updates |
| CR9.10 | Maxient Cases | CR9.10 Maxient Cases |
| CR9.11 | Maxient Report by Administrator | CR9.11 Maxient Report Admin |
| CR9.12 | SJCC Accreditation Website | CR9.12 SJCC Accreditation |
| CR9.13 | Matriculation Committee Minutes | CR9.13 Matriculation Com |

Response to Commission Action Letter

Recommendation 10

The team recommends the College evaluate all personnel systematically and at stated intervals. The team further recommends the District evaluate the college president according to Board Policy 2436 Evaluation of the College President [III.A.2 and IV.C.3].

Actions Taken To Resolve Recommendation 10:

Established a system to ensure timely completion of personnel evaluations.

San José City College staff have worked diligently to ensure timely completion of personnel evaluations. Evaluations for all three personnel categories (faculty, classified staff, and administrators) will continue to be conducted according to established District procedures and collective bargaining agreements. The District will continue to provide the master schedule for evaluations [[CR10.1](#); [CR10.2](#); [CR10.3](#)].

To ensure the timely completion of evaluations, the College has established and implemented a new system to monitor and facilitate the systematic completion of all personnel evaluations according to the stated schedule. The SJCC Administrators (Deans, Directors, and Supervisors) [[CR6.5](#)] are responsible for overseeing evaluations for all personnel within their divisions, according to their job descriptions. In addition, the Office of the Vice President of Academic Affairs to the College has designated the Academic Affairs Supervisor to lead and monitor the progress of the Divisions and other college departments with the completion of evaluations.

The President and Vice Presidents receive monthly reports on evaluation progress in each division. A training session was held on January 11, 2018 that included all the relevant Division administrative support personnel. These personnel were briefed on the new process for review



as well as the process for tracking and reporting the evaluations to Human Resources. For easy review by relevant personnel, all training materials are stored on the College's SharePoint Drive and will be updated as necessary on the drive.

As part of this evaluation, the responsible administrator is required to use the standardized performance goals and objectives matrix and the related performance review components checklist developed by the District. These evaluation documents are to be completed with input from both the administrator and the employee being evaluated and are part of the employee's personnel record [[CR10.4](#)].

The Role of Human Resources

The District's Human Resources (HR) Department is the official repository of employee files, evaluations, and confidential material and related documents for both San José City College and Evergreen Valley College. HR does not keep similar records for adjunct faculty. For tracking purposes, HR provides the colleges with master listings of all other types of employee evaluation statuses. The District maintains 12 types of evaluations as outlined below. In addition to tracking evaluation status and storing the evaluations themselves, HR also tracks the various collective bargaining units, person responsible for conducting each evaluation, and person or group responsible for inputting the data. Thus HR both receives completed evaluations and stimulates production of the evaluations by tracking the parties responsible for completing each aspect of the evaluation process.

| Type of Employee | Input Data/ Repository/Tracking |
|-----------------------------------|--|
| Administrators (MSC) | District Office: Human Resources |
| Faculty (Tenured)-(AFT) | District Office: Human Resources |
| Faculty (Tenure-Track)-(AFT) | District Office: Human Resources |
| Faculty (Grant/Categorical)-(AFT) | District Office: Human Resources |



| | |
|--|----------------------------------|
| Faculty (One-Year Leave Replacement) (AFT) | District Office: Human Resources |
| Faculty (Adjunct) (AFT) | Office of Academic Affairs |
| Permanent Supervisor (MSC) | District Office: Human Resources |
| Probationary Supervisor (MSC) | District Office: Human Resources |
| Permanent Confidential (MSC) | District Office: Human Resources |
| Probationary Confidential (MSC) | District Office: Human Resources |
| Permanent Classified Staff (CSEA) | District Office: Human Resources |
| Probationary Classified Staff (CSEA) | District Office: Human Resources |

HR sends monthly reports to all administrators and all managers. Reports include the name and position of the individual to be evaluated and the evaluation date. Employee statuses fall into one of five status categories [CR10.9].

- 1) Coming Due (between 10-60 days from the next evaluation date)
- 2) Currently Due (between 1-9 days from the next evaluation date)
- 3) Overdue (between 0-30 days from the next evaluation date)
- 4) President Notification Date (over 30 days from the next evaluation date)
- 5) Current (no evaluation due at this time)

The Academic Affairs Supervisor and the Vice President of Academic Affairs and Student Affairs distributes copies of the reports from HR to the designated administrator and their direct supervisor. In addition, all evaluations designated as “Overdue” or “President Notification” are forwarded by the Academic Affairs Supervisor to the appropriate Vice President for immediate follow-up. The expectation is that such a notice will result in submission of the evaluation to HR within two weeks of the notification. As a further incentive for timely submission, all administrators have been advised that any ‘Overdue’ evaluations will appear on their own annual evaluation and will reflect negatively on their performance record, potentially impacting recommendation for renewal. (Note: An evaluation is not considered complete until it has been

signed by all parties and placed in the individual's personnel file.) As yet another incentive for timely submission, each quarter the District Chancellor and the SJCC President receive a comprehensive report of all late evaluations, divided by personnel category.

Human Resources: Technology and Other Supports

To support complete and timely evaluations, HR has invested in additional technology and personnel-related resources. The enhanced resources will improve institutional recordkeeping and the ability of responsible personnel to complete evaluations in a timely manner. A key element of the resource upgrade was an enhancement of the report management system. In December 2016, the HR Department increased the capacity of its administrative system (Colleague) by building additional tables within the system so that the District can track the cycles of evaluation for a dozen separate employee groups. After several test runs, HR went "live" with the new report management system in February 2017.

HR systematically notifies SJCC Administrators, Deans, Directors, and Supervisors, monthly, regarding the status of evaluations in all personnel categories. It can also provide them with comprehensive reports as needed. In cases where an evaluation has not been completed, notification to the next level of management can now easily occur. In addition, the Office of the Vice President of Academic Affairs, during All College Administrators Meeting requires updates on all evaluations [CR10.11].

SJCC: Classified Staff and Managers/Supervisors

Overall, the process for Classified Staff and Managers/Supervisors includes notifying the employee an evaluation is about to occur. Next, the supervising administrator will set up a meeting to review the evaluation process. Then, the supervising administrator reviews the



employee's performance and documents it. Both parties review the evaluation summary and come to mutual understanding. Then the evaluation summary gets forwarded to appropriate parties. For classified staff, most evaluations are forwarded directly to the District Office Human Resources. For managers, the evaluation is forwarded to the Office of Vice President, Academic Affairs for tracking purposes. Afterwards, the President makes his recommendation to the Board of Trustees and the summary will be forwarded to District Office.

SJCC: Tenure and Tenure Track Faculty

For tenure and tenure track faculty, additional steps are required. After the initial meeting to review the evaluation process – the process includes classroom observations, administrative evaluations, student evaluations, self-evaluation, and include growth and development plan- for tenure/tenure track faculty [[CR10.12](#)]. Academic Senate endorses which faculty members are able to serve as peer evaluators [[CR3.21](#)]. Then, the peer evaluator serves on an evaluation committee with the faculty member being evaluated and the Division Dean. The committee will elect a chair. They will work together to identify dates for classroom observations. The Division Deans will ensure student evaluations have been collected. The evaluation committee reconvenes to reach a consensus. The evaluation summary, for tenure and tenure track, is forwarded to Office of Vice President of Academic Affairs for tracking purposes. Additionally, the President takes the evaluation summary and makes the formal recommendation to the Board of Trustees. The evaluation summary is placed in the personnel file of each faculty member.

SJCC: Adjunct Faculty

Adjunct faculty members' evaluation has clear distinctions. One of the differences unique to the process related to adjunct evaluation is that adjuncts have not been asked to develop a



growth and development plan. Another difference for adjunct faculty would be that peer evaluators do not need be approved by the Academic Senate. The Division Dean and the adjunct faculty member typically select the peer evaluator from the same subject area and ideally a tenured faculty member. The next difference is that the evaluation process only have four milestones: Classroom Observations, Administrative Evaluations, Student Evaluations, and Self Evaluations. Then, the evaluation committee meets to reach a consensus. At this point, the Division Dean will hold onto a file and forward a copy to the Office of Academic Services. Both the Division Dean and the Office of Academic Services monitor adjunct faculty are evaluated. The files are kept locally but the information is inputted into our Colleague system.

Developed processes to ensure that the performance evaluation of SJCC President will continuously be assessed and evaluated.

Evaluation of the CEO

In line with Board Policy 2436, the President's evaluation process begins each fall with the President's goal setting. The President's goals are aligned with the Chancellor's annual goals, which in turn are in line with the District's Strategic Priorities. Following the annual goal setting process, the President conducts a self-evaluation and a 360 evaluation is distributed in survey form. In the spring semester, a review of the President's accomplishments as pertaining to their annual goals and job description is conducted. This process was completed in the 2016-2017 academic year for SJCC President Byron Clift Breland and the record is available on file. The same annual process began in fall 2017 with the annual goal setting and the completion of the 360-evaluation survey. The self-evaluation is in process and the review of the president's



accomplishments is to be completed after his presentation of the state of the college scheduled for the April 24th Board Meeting. This issue has now been rectified [CR10.5, [CR10.6](#), [CR10.7](#)].

The College has worked closely with the District to complete the performance evaluation of the President and ensure the regular cycle of review for this key position in accordance with Board Policy 2436 [[CR10.7](#),[CR10.8](#)].

Evaluation:

San José City College complies with ACCJC Accreditation Standard III.A.5 and ACCJC Accreditation Standard IV.C.3. Over the past year, SJCC has worked with the District Human Resources Department to strengthen its systems and technology to effectively monitor the status of evaluations in all personnel categories and to improve evaluation completion rates. At the College level, SJCC has reinforced and clearly defined the process and distribution of responsibility for the oversight of evaluations of Division Deans and other administrators. The process for tracking evaluations of College personnel meets the standard [[CR10.13](#)].

The evaluation of the President is completed as specified by Board Policy 2436. Having resolved the two deficiencies noted in College Recommendation 10, SJCC meets ACCJC Standards III.A.5 and IV.C.3.

Evidence for Response to Recommendation 10:

| Document Number | Document Title | Link |
|-----------------|--|---|
| CR10.1 | SJCC Classified Staff Evaluation Schedule | CR10.1 CSEA Eval Schedule |
| CR10.2 | SJCC Manager, Supervisor, and Confidential Evaluation Schedule | CR10.2 MSC Eval Cycle |



| | | |
|---------|---|--|
| CR10.3 | SJCC Faculty Evaluation Schedule— Timeline of Tenure Review Process | CR10.3 Faculty Eval Cycle |
| CR10.4 | SJCC Division Dean’s Position Job Description and Performance Goals and Objectives Matrix | CR10.4 Perform Checklist |
| CR10.5 | SJCC President Evaluation: Self-Evaluation Based on Performance Goals and Objectives | CR10.5_Evaluation available upon request on-site. |
| CR10.6 | SJCC 360 Survey | CR10.6 360 Survey Qs |
| CR10.7 | Board Policies: Evaluation of College Presidents | CR10.7 BP 2436 |
| CR10.8 | Board of Trustee Evaluation Process for College Presidents | CR10.8 BOT Pres Eval Proc |
| CR10.9 | HR Monthly Evaluation Tracking Report | CR10.9 HR Eval Report |
| CR6.5 | Division Dean Job Description | CR6.5 Div Dean Desc |
| CR10.11 | All Administrators Meeting agendas/minutes | Available on-site. |
| CR10.12 | Classroom Observation Form | CR10.12 Class Obs Form |
| CR10.13 | SJCC Evaluation Chart | CR10.13 Eval Chart |
| CR3.21 | Academic Senate Minutes, (Evaluation Committee Appointments) | CR.3.21 AS Min IEPI |

