San José City College
Self-Evaluation Report

In Support of Reaffirmation of Accreditation

Submitted by:
San José City College
2100 Moorpark Ave
San José, CA 95128

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

August 08, 2016
Institutional Self Evaluation Report

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

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

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

We certify there was broad participation by the campus community, and we believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Deborah Budd, Chancellor
San Jose Evergreen Community College District

Rudy Nasol, President
San Jose Evergreen Community College District Board of Trustees

Dr. Barton Clift Breland, President, San Jose City College

Duncan W. Graham, VPAA, Accreditation Liaison Officer

Jose Covarrubias, President, Academic Senate

Tajio Gonzalez, President
San Jose Evergreen Community College District Academic Senate

Julinda Lejic, President, Classified Senate

Iriana Lina, President, Associated Students
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Introduction

History of the College

Founded in 1921, the College is located southwest of the downtown core of the City of San José, California. The College is one of two accredited institutions governed by the Board of Trustees of the San José-Evergreen Community College District (SJECCD). The District, located in northeastern Santa Clara Valley and covering 300 square miles, includes all of the City of Milpitas and part of the City of San José. The San José/Evergreen Community College District officially became an independent college District in 1963.

San José City College opened its doors in 1921 to a class of 81 students. It is the oldest community college in Santa Clara County and one of the ten oldest in California. In 2014, the College enrolled 9,000 students. The rich variety of cultures of the San José area, which enhances and enriches campus life, comprises one of the most diverse student bodies within the California Community Colleges. In 2021, the College will be celebrating its centennial anniversary, marking 100 years of service to the community.

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

Bond measures in 1998, 2004, and 2010 have supported much needed facilities construction: since the 2010 Self-Study, the Carmen Castellano Fine Arts Center and the Multidisciplinary Building have been completed along with the Science and Math Building. The 100 and 200 buildings have been renovated, improvements to the central walkway were completed, and ongoing landscaping throughout the campus was enhanced. Construction of the new Kinesiology/Wellness and Athletics Building is currently underway.

The second college in the District, Evergreen Valley College, is located fifteen miles southeast of the College in a suburban area of the City of San José and adjacent to Montgomery Hill Park.

Recent Changes

Since 2010, the College has experienced a decrease in enrollment, and student demographics have shifted slightly. The College Student Success and Equity Committee and the Student Success and Support Program are working to create better access to the College and provide support for students to increase retention and course completion. Through this time, the College has seen an increase in program completion and number of degrees awarded. The College has undergone a changeover of administrative staff and structural reorganization, which has promoted input from the College's constituency groups and strongly emphasizing participatory government.
Description of the Service Area

The effective service area for the College encompasses twenty-four zip codes, based on data from the 2009 to 2013 fall terms. This area stretches from Almaden Quicksilver and Calero County Parks and Loma Prieta in the south to Milpitas in the north. Over the 2009 to 2013 fall terms, individuals from these zip codes accounted for 82 percent of the students attending the College.

Only three of the zip codes among the 24 that constitute the effective service area are outside the official District boundary lines. Those zip codes represent portions of Campbell in the south and the city of Santa Clara in the northwest. An average of 275 students per term from zip code 95008 in Campbell attended the College over the 2009-2013 fall semesters. An average of 162 students per term from zip code 95050, and an average of 125 students per term from zip code 95051, both in the city of Santa Clara, attended the College over the 2009-2013 fall terms.

Between fall 2009 and fall 2013, enrollments at the College decreased by 2,935 students. The steepest decline, 245 students, was in zip code 95112, a zip code shared with Evergreen Valley College. Enrollments declined by 210 students in zip code 95125, another area shared with Evergreen Valley College. Eight other zip code areas experienced declines of over 100 students. Five of these eight zip codes are shared with Evergreen Valley College. Enrollments have not increase in any of the 24 key zip codes that account for most of the enrollments at San José City College.

Figure 1: San José City College, Key Zip Codes for Student Enrollment

<table>
<thead>
<tr>
<th>City</th>
<th>ZIP</th>
<th>Dist.</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Average</th>
<th>S-Yr Total</th>
<th>% of Total</th>
<th>Cum %</th>
</tr>
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<tbody>
<tr>
<td>Milpitas</td>
<td>95035</td>
<td>Y</td>
<td>282</td>
<td>268</td>
<td>204</td>
<td>197</td>
<td>226</td>
<td>235.4</td>
<td>1,177</td>
<td>2.2%</td>
<td>2%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95110</td>
<td>Y</td>
<td>275</td>
<td>262</td>
<td>244</td>
<td>239</td>
<td>246</td>
<td>251.6</td>
<td>1,218</td>
<td>2.5%</td>
<td>5%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95111</td>
<td>Y</td>
<td>699</td>
<td>684</td>
<td>614</td>
<td>616</td>
<td>575</td>
<td>636.4</td>
<td>3,182</td>
<td>5.9%</td>
<td>10%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95112</td>
<td>Y</td>
<td>929</td>
<td>812</td>
<td>689</td>
<td>689</td>
<td>684</td>
<td>760.6</td>
<td>3,803</td>
<td>7.1%</td>
<td>18%</td>
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<tr>
<td>San Jose</td>
<td>95116</td>
<td>Y</td>
<td>516</td>
<td>475</td>
<td>517</td>
<td>527</td>
<td>476</td>
<td>502.2</td>
<td>2,511</td>
<td>4.7%</td>
<td>22%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95117</td>
<td>Y</td>
<td>292</td>
<td>250</td>
<td>227</td>
<td>210</td>
<td>186</td>
<td>239.2</td>
<td>1,196</td>
<td>2.3%</td>
<td>24%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95118</td>
<td>Y</td>
<td>282</td>
<td>256</td>
<td>238</td>
<td>216</td>
<td>206</td>
<td>239.6</td>
<td>1,198</td>
<td>2.2%</td>
<td>27%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95120</td>
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<td>267</td>
<td>219</td>
<td>191</td>
<td>236</td>
<td>200</td>
<td>222.6</td>
<td>1,113</td>
<td>2.1%</td>
<td>29%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95121</td>
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<td>579</td>
<td>549</td>
<td>541</td>
<td>324</td>
<td>369</td>
<td>340.4</td>
<td>1,702</td>
<td>3.2%</td>
<td>32%</td>
</tr>
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<td>Y</td>
<td>635</td>
<td>606</td>
<td>587</td>
<td>580</td>
<td>559</td>
<td>593.4</td>
<td>2,967</td>
<td>5.5%</td>
<td>38%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95123</td>
<td>Y</td>
<td>557</td>
<td>504</td>
<td>466</td>
<td>475</td>
<td>410</td>
<td>482.4</td>
<td>2,412</td>
<td>4.5%</td>
<td>42%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95124</td>
<td>Y</td>
<td>302</td>
<td>268</td>
<td>220</td>
<td>217</td>
<td>221</td>
<td>245.6</td>
<td>1,228</td>
<td>2.3%</td>
<td>44%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95125</td>
<td>Y</td>
<td>590</td>
<td>523</td>
<td>406</td>
<td>406</td>
<td>380</td>
<td>461.0</td>
<td>2,305</td>
<td>4.3%</td>
<td>49%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95126</td>
<td>Y</td>
<td>572</td>
<td>538</td>
<td>511</td>
<td>498</td>
<td>451</td>
<td>514.0</td>
<td>2,570</td>
<td>4.8%</td>
<td>53%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95127</td>
<td>Y</td>
<td>608</td>
<td>539</td>
<td>532</td>
<td>535</td>
<td>482</td>
<td>539.2</td>
<td>2,606</td>
<td>5.0%</td>
<td>58%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95128</td>
<td>Y</td>
<td>719</td>
<td>644</td>
<td>587</td>
<td>605</td>
<td>547</td>
<td>620.4</td>
<td>3,102</td>
<td>5.8%</td>
<td>64%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95131</td>
<td>Y</td>
<td>189</td>
<td>183</td>
<td>156</td>
<td>146</td>
<td>148</td>
<td>167.2</td>
<td>836</td>
<td>1.6%</td>
<td>66%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95132</td>
<td>Y</td>
<td>323</td>
<td>242</td>
<td>220</td>
<td>195</td>
<td>189</td>
<td>233.8</td>
<td>1,169</td>
<td>2.2%</td>
<td>68%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95133</td>
<td>Y</td>
<td>313</td>
<td>273</td>
<td>234</td>
<td>221</td>
<td>235</td>
<td>255.2</td>
<td>1,276</td>
<td>2.4%</td>
<td>70%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95136</td>
<td>Y</td>
<td>437</td>
<td>409</td>
<td>391</td>
<td>354</td>
<td>374</td>
<td>393.0</td>
<td>1,905</td>
<td>3.7%</td>
<td>74%</td>
</tr>
<tr>
<td>San Jose</td>
<td>95148</td>
<td>Y</td>
<td>372</td>
<td>335</td>
<td>278</td>
<td>282</td>
<td>266</td>
<td>306.6</td>
<td>1,533</td>
<td>2.9%</td>
<td>77%</td>
</tr>
<tr>
<td>Campbell</td>
<td>95008</td>
<td>Y</td>
<td>305</td>
<td>289</td>
<td>281</td>
<td>269</td>
<td>233</td>
<td>275.4</td>
<td>1,377</td>
<td>2.6%</td>
<td>79%</td>
</tr>
<tr>
<td>Santa Clara</td>
<td>95050</td>
<td>Y</td>
<td>182</td>
<td>155</td>
<td>171</td>
<td>159</td>
<td>141</td>
<td>161.6</td>
<td>808</td>
<td>1.5%</td>
<td>81%</td>
</tr>
<tr>
<td>Santa Clara</td>
<td>95051</td>
<td>Y</td>
<td>148</td>
<td>123</td>
<td>126</td>
<td>118</td>
<td>109</td>
<td>124.8</td>
<td>624</td>
<td>1.2%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Total of All Zips 12,480 11,266 10,253 10,031 9,545 10,719.0 53,595

Source: California Community College Chancellor’s Office Management Information System Referential Files; analysis by Cambridge West Partnership, LLC
The effective service area for the College is outlined in the graphic below.

Figure 2: San José City College, Effective Service Area

Demographic attributes for the effective service area associated with the College are provided in the following tables. The projected population and household growth between the year 2010 and 2019 for the effective service area and Santa Clara County differs by just over one percent with the service area trailing the entire county. The annual rate of change in median household income projected between the year 2014 and 2019 is slightly ahead of the County rate, while the per capita income annual rate of change over these years is practically the same. In 2014, the median household income in the College effective service area was $12,000 less than the larger Santa Clara County median household income. The 2014 per capita income in the effective service area was $7,300 less than the Santa Clara County per capita income. The differences in both measures of wealth between the College effective service area and Santa Clara County are projected to increase out to 2019.
In the College effective service area in 2014, 19 percent of residents age 25 or older were high school graduates, 3.7 percent higher than the corresponding group throughout Santa Clara County. The portion of service area adults aged 25 or older that reported having less than a high school diploma was 18 percent of the adult population, 4.2 percent greater than the corresponding group throughout Santa Clara County. These data suggest there is likely a large audience to which the College might appeal in providing its educational services.

Five zip code areas in particular stand out with respect to lack of educational attainment as fewer than half of the residents had completed high school or even less education. These are zips 95110, 95111, 95116, 95122, and zip 95127. These zips cover neighborhoods in downtown San José, East San José, and portions of Alum Rock. Three other zips (95112, 95121, and 95133) reported 41 to 44 percent of the population had completed high school or less.
From the 2010 to 2019 census, it is predicted that the 60 years or older senior age group will increase in proportion to the overall population. The groups of recent high school graduates, late teenagers, and traditional college-agers in their early 20s will continue to represent a substantial proportion (11 percent) of the overall population, but these younger adults will be declining slightly (1 percent) as a proportion of future populations. The largest decline of 1.3 percent will be seen in the 40 to 49 middle-aged population segment.
**Student Achievement Data and Institution-Set Standards**

This section of the self-evaluation report provides data and other sources of evidence to demonstrate compliance with the Commission’s Standards. The evidence provided includes both data specific to the College and reporting requirements for the United States Department of Education.

Colleges are expected to set for themselves institutional standards of acceptable performance below which the institution would find its performance unacceptable. In particular, the College’s coverage of the Institution-Set Standards are set forth in detail in Standard I.B.3 as well as in the completion of the Checklist for Compliance with Commission Policies and Federal Regulations.

The information is provided in table and chart form and is supported by analysis to demonstrate alignment with the College mission and how the use of the data analysis will impact the future planning and development at the institution.

**Student Enrollment Across Programs (Full Time Percentage)**

*Data Explanation*

Most students at the College (approximately 70 percent) are part time students (DOC: Program Review Data, tab student enrollment). The subjects represent all the subjects taught at the College. N represents the number of headcount within that program. Full Time percent represents the proportion of students who are taking more than 12 units at the College. The AVG is the average of the last four semesters of proportion of full time students per subject. Across the programs, most programs had fewer than 50 percent of full time students. The programs consistently with higher proportions of full time students are connected to Physical Education, Kinesiology, Dental Assisting, and Cosmetology.

Figure 5: Proportion of Full Time Students by Program at San José City College

<table>
<thead>
<tr>
<th></th>
<th>2013FA</th>
<th>2014SP</th>
<th>2014FA</th>
<th>2015SP</th>
<th>DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Full Time %</td>
<td>N</td>
<td>Full Time %</td>
<td>N</td>
</tr>
<tr>
<td>Physical Education</td>
<td>11</td>
<td>91%</td>
<td>0</td>
<td>n/a</td>
<td>0</td>
</tr>
<tr>
<td>Kinesiology-Athletics</td>
<td>112</td>
<td>84%</td>
<td>87</td>
<td>79%</td>
<td>172</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>56</td>
<td>63%</td>
<td>53</td>
<td>83%</td>
<td>61</td>
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<td>Cosmetology</td>
<td>178</td>
<td>64%</td>
<td>171</td>
<td>68%</td>
<td>160</td>
</tr>
<tr>
<td>Learning Skills</td>
<td>9</td>
<td>44%</td>
<td>6</td>
<td>67%</td>
<td>13</td>
</tr>
<tr>
<td>Humanities</td>
<td>562</td>
<td>58%</td>
<td>495</td>
<td>56%</td>
<td>460</td>
</tr>
<tr>
<td>Communication</td>
<td>671</td>
<td>59%</td>
<td>618</td>
<td>53%</td>
<td>614</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>---</td>
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<td>---</td>
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</tr>
<tr>
<td>Ethnic Studies</td>
<td>346</td>
<td>58%</td>
<td>271</td>
<td>51%</td>
<td>293</td>
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<tr>
<td>Kinesiology</td>
<td>107</td>
<td>54%</td>
<td>0</td>
<td>n/a</td>
<td>0</td>
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<tr>
<td>Writing</td>
<td>412</td>
<td>56%</td>
<td>316</td>
<td>57%</td>
<td>347</td>
</tr>
<tr>
<td>Reading</td>
<td>223</td>
<td>58%</td>
<td>187</td>
<td>47%</td>
<td>197</td>
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<tr>
<td>Library Studies</td>
<td>19</td>
<td>53%</td>
<td>0</td>
<td>n/a</td>
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<td>Work Experience</td>
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<td>50%</td>
<td>158</td>
<td>49%</td>
<td>161</td>
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<td>Health Education</td>
<td>118</td>
<td>47%</td>
<td>109</td>
<td>60%</td>
<td>75</td>
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<tr>
<td>English</td>
<td>1402</td>
<td>51%</td>
<td>1397</td>
<td>49%</td>
<td>1371</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1661</td>
<td>51%</td>
<td>1488</td>
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<tr>
<td>Theater Arts</td>
<td>162</td>
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<td>55%</td>
<td>154</td>
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<tr>
<td>Physical Science</td>
<td>1041</td>
<td>49%</td>
<td>989</td>
<td>50%</td>
<td>1037</td>
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<tr>
<td>Guidance</td>
<td>308</td>
<td>55%</td>
<td>171</td>
<td>49%</td>
<td>296</td>
</tr>
<tr>
<td>Social &amp; Behavioral Science</td>
<td>2426</td>
<td>47%</td>
<td>2152</td>
<td>43%</td>
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<tr>
<td>Administration of Justice</td>
<td>286</td>
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<tr>
<td>Arts</td>
<td>746</td>
<td>42%</td>
<td>717</td>
<td>43%</td>
<td>666</td>
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<tr>
<td>Basic Skills-Math</td>
<td>856</td>
<td>48%</td>
<td>707</td>
<td>42%</td>
<td>787</td>
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<tr>
<td>Kinesiology-Wellness</td>
<td>765</td>
<td>41%</td>
<td>801</td>
<td>41%</td>
<td>739</td>
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<tr>
<td>Biology</td>
<td>902</td>
<td>43%</td>
<td>965</td>
<td>44%</td>
<td>943</td>
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<td>Family Consumer Studies</td>
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<td>235</td>
<td>40%</td>
<td>279</td>
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<td>51</td>
<td>41%</td>
<td>53</td>
<td>47%</td>
<td>61</td>
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<tr>
<td>Basic Skills-Writing</td>
<td>269</td>
<td>53%</td>
<td>213</td>
<td>44%</td>
<td>235</td>
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<tr>
<td>Business</td>
<td>334</td>
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<td>327</td>
<td>39%</td>
<td>320</td>
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<tr>
<td>Basic Skills-Reading</td>
<td>280</td>
<td>45%</td>
<td>208</td>
<td>40%</td>
<td>280</td>
</tr>
<tr>
<td>Foreign Language</td>
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<td>40%</td>
<td>380</td>
</tr>
<tr>
<td>Program</td>
<td>Total</td>
<td>1st Year</td>
<td>2nd Year</td>
<td>3rd Year</td>
<td>4th Year</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Computer Info Systems</td>
<td>399</td>
<td>41%</td>
<td>477</td>
<td>38%</td>
<td>438</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>768</td>
<td>37%</td>
<td>685</td>
<td>36%</td>
<td>670</td>
</tr>
<tr>
<td>Dance</td>
<td>205</td>
<td>36%</td>
<td>167</td>
<td>37%</td>
<td>147</td>
</tr>
<tr>
<td>Accounting</td>
<td>266</td>
<td>36%</td>
<td>280</td>
<td>36%</td>
<td>287</td>
</tr>
<tr>
<td>Machine Technology</td>
<td>102</td>
<td>45%</td>
<td>96</td>
<td>36%</td>
<td>95</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>119</td>
<td>28%</td>
<td>105</td>
<td>33%</td>
<td>143</td>
</tr>
<tr>
<td>Facilities Maintenance Tech</td>
<td>100</td>
<td>29%</td>
<td>95</td>
<td>24%</td>
<td>107</td>
</tr>
<tr>
<td>Sign Language</td>
<td>176</td>
<td>27%</td>
<td>127</td>
<td>27%</td>
<td>127</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>170</td>
<td>29%</td>
<td>158</td>
<td>21%</td>
<td>150</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>64</td>
<td>25%</td>
<td>74</td>
<td>30%</td>
<td>100</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>178</td>
<td>25%</td>
<td>192</td>
<td>22%</td>
<td>178</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>210</td>
<td>24%</td>
<td>185</td>
<td>22%</td>
<td>168</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>276</td>
<td>21%</td>
<td>300</td>
<td>21%</td>
<td>287</td>
</tr>
<tr>
<td>Real Estate</td>
<td>27</td>
<td>15%</td>
<td>28</td>
<td>18%</td>
<td>31</td>
</tr>
<tr>
<td>Labor Studies</td>
<td>37</td>
<td>5%</td>
<td>38</td>
<td>13%</td>
<td>23</td>
</tr>
<tr>
<td>Laser</td>
<td>33</td>
<td>12%</td>
<td>36</td>
<td>11%</td>
<td>34</td>
</tr>
<tr>
<td>Solar &amp; Renewable Energy</td>
<td>18</td>
<td>6%</td>
<td>0</td>
<td>n/a</td>
<td>10</td>
</tr>
<tr>
<td>Adapted Physical Education</td>
<td>81</td>
<td>6%</td>
<td>78</td>
<td>8%</td>
<td>72</td>
</tr>
<tr>
<td>Transportation</td>
<td>0</td>
<td>n/a</td>
<td>69</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Sources: Data Retrieved from Program Review Template (Internal Data)

Data Discussion and Plans

Faculty can view this data through the Program Review data and Student enrollment across programs (in evidence folder). The Finance Committee relies on the Program Review data in
making decisions regarding resource allocation. The proportion of full time students is one of the many data points for faculty and deans to review to assess the utility of a program.

**Headcount Enrollment**

*Data Explanation*

In the last five years, the total headcount (number of students enrolled) at the College has declined. In fall 2011, there were 9,930 students; in fall 2015, there were 8,496 students. At the College, Hispanic students are the largest student population (42.84% in fall 2015), followed by Asian students (20.14% in fall of 2015). In the last five years, more women have enrolled. In 2011, only 0.12 percent self-identified as “unknown” gender; in 2015 that number increased to .38 percent. In 2015, more than 31 percent of students at the College were 30 years or older.

Figure 6: Headcount Trend (5 Years)

<table>
<thead>
<tr>
<th>Headcount</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>9930</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>9734</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>9292</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>8910</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>8496</td>
</tr>
</tbody>
</table>
### Figure 7: Disaggregated Enrollment

<table>
<thead>
<tr>
<th>Race &amp; Ethnicity</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>3.53%</td>
<td>3.13%</td>
<td>3.01%</td>
<td>2.77%</td>
<td>6.37%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.42%</td>
<td>0.37%</td>
<td>0.51%</td>
<td>0.60%</td>
<td>0.32%</td>
</tr>
<tr>
<td>Asian</td>
<td>30.60%</td>
<td>33.00%</td>
<td>32.25%</td>
<td>31.80%</td>
<td>20.14%</td>
</tr>
<tr>
<td>Filipino</td>
<td>7.68%</td>
<td>7.77%</td>
<td>7.16%</td>
<td>7.29%</td>
<td>3.54%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>35.87%</td>
<td>38.35%</td>
<td>39.46%</td>
<td>40.20%</td>
<td>42.84%</td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td>1.45%</td>
<td>1.78%</td>
<td>2.00%</td>
<td>2.51%</td>
<td>4.28%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.80%</td>
<td>0.59%</td>
<td>0.64%</td>
<td>0.47%</td>
<td>0.60%</td>
</tr>
<tr>
<td>Unknown</td>
<td>11.24%</td>
<td>7.50%</td>
<td>7.15%</td>
<td>7.04%</td>
<td>5.47%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>8.42%</td>
<td>7.50%</td>
<td>7.81%</td>
<td>7.32%</td>
<td>16.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>52.37%</td>
<td>53.09%</td>
<td>53.73%</td>
<td>53.30%</td>
<td>55.91%</td>
</tr>
<tr>
<td>Male</td>
<td>47.50%</td>
<td>46.76%</td>
<td>45.93%</td>
<td>46.44%</td>
<td>43.71%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.12%</td>
<td>0.15%</td>
<td>0.34%</td>
<td>0.26%</td>
<td>0.38%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or Less</td>
<td>24.40%</td>
<td>25.86%</td>
<td>24.82%</td>
<td>25.99%</td>
<td>17.03%</td>
</tr>
<tr>
<td>20 to 24</td>
<td>34.62%</td>
<td>38.74%</td>
<td>39.41%</td>
<td>38.49%</td>
<td>33.93%</td>
</tr>
<tr>
<td>25 to 29</td>
<td>12.32%</td>
<td>12.59%</td>
<td>12.37%</td>
<td>12.80%</td>
<td>17.91%</td>
</tr>
<tr>
<td>30 to 34</td>
<td>7.29%</td>
<td>6.73%</td>
<td>6.93%</td>
<td>6.67%</td>
<td>9.75%</td>
</tr>
<tr>
<td>35 to 39</td>
<td>5.62%</td>
<td>4.27%</td>
<td>4.25%</td>
<td>4.10%</td>
<td>6.26%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>8.27%</td>
<td>6.14%</td>
<td>6.02%</td>
<td>5.66%</td>
<td>8.29%</td>
</tr>
<tr>
<td>50 +</td>
<td>7.45%</td>
<td>5.66%</td>
<td>6.09%</td>
<td>6.18%</td>
<td>6.76%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.02%</td>
<td>0.01%</td>
<td>0.10%</td>
<td>0.11%</td>
<td>0.07%</td>
</tr>
</tbody>
</table>

Source: Data Mart  [http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx](http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx)

**Data Discussion and Plans**

The trend in enrollment parallels the flattening and in some instances decline in student enrollment traditionally experienced by community colleges during upward economic cycles. Additionally, with the importance of growing enrollment, two outreach specialists have been hired to facilitate more outreach activities to local high schools ([Student Equity Plan, pg. 17](#)). Recognition by the Student Success and Equity Committee of the increased number of students who do not identify as a specific gender has led to College creating gender-neutral bathrooms for all of students.

A significant proportion of students at the College identify as Latino/a; therefore, the College created the METAS program with support of a U.S. Department of Education Title V HIS...
grant. The METAS program provides learning support services such as counseling, one-on-one tutoring, small group workshops for basic skills, transfer support, study skills workshops, scholarship workshops, textbook loans, and more.

Furthermore, with the emphasis on student equity planning (Student Equity Plan - pg. 14), Asian students were identified as a group less likely to access the College. Faculty members, in conjunction with administrators and staff, will therefore begin an exploratory group to review data on Asian students and create programs to create a campus climate that better serves Asian students. The Academic Senate endorsed the creation of the Asian Student Success Work Group to look at increasing retention rates and available opportunities/resources for this growing student population.

Course Completion: Success & Retention

Data Explanation

Definitions:

- Success Rate: percent of students who earned a grade of C or better
- Retention Rate: percent of students who did not withdraw and earned a grade
- Persistence Rate: percent of students who were enrolled for the first three semesters

The five-year (fall semesters) success rate is 69 percent. From fall 2011, the success rate has steadily increased. Fall 2015 was the first term where it plateaued at 69.7 percent; however, this is still higher than the five-year average. The success rate goal is 80 percent, and currently the success rate is 10 percent below that goal. With respect to retention rates, the five-year average is 84.5 percent. Similar to success rate, from fall 2011, the retention rate has steadily increased until fall 2015, where it decreased slightly compared to fall 2014.

Persistency is considered a milestone or momentum point, and research shows that students with sustained enrollment are more likely to succeed. Over the past five years, the average persistence rate was 66 percent for the overall cohort, indicating that on average 66 percent of degree, certificate, and/or transfer seeking students tracked for six years were enrolled in the first three consecutive terms. The average persistence rate across the past five years was 66 percent for both college prepared student group (students whose lowest course attempted in math and/or English was college level) and for underprepared students (students whose lowest course attempted in math and/or English was remedial level). For the most current academic year reported (2014-2015), the persistence rate for the overall cohort was 65 percent. The persistence rate for prepared students was 69 percent while that for unprepared students was 67 percent, with prepared students persisting at a higher rate than underprepared students.

Over the past five years, the average 30 unit completion rate was 62 percent for the overall cohort of first-time students with a minimum of six units earned who attempted any math or English in the first three years and earned at least 30 units in the California Community College system. For prepared students, the five-year average was 63 percent; for underprepared students, as 63 percent. Being underprepared or college ready did not have an impact on persistence rates or whether or not one would reach 30 units. For the most current
The academic year reported (2014-2015), the percent of students who have achieved 30 units or more for the overall cohort was 63 percent. Both the overall persistence rates and the rate of completing 30 units do not meet the stretch goal.

Figure 8: Retention and Success Rates

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition of the Measure</th>
<th>Institution Set Standard (IEPI goal for 2015-2016)</th>
<th>Institution Set Standard (IEPI goal for 2013-2014)</th>
<th>Stretch Goal (DO Balanced Scorecard)</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Success Rate (Fall)</td>
<td>Percentage of students who received a grade of C or better</td>
<td>72%</td>
<td>71%</td>
<td>80%</td>
<td>66%</td>
<td>69%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>69%</td>
</tr>
<tr>
<td>Course Retention Rate (Fall)</td>
<td>Percentage of students who did not withdraw from a course</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>82%</td>
<td>85%</td>
<td>85%</td>
<td>86%</td>
<td>85%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Datamart: Retention/Success Rate, Scorecard

Figure 9: Persistence Rates & Rate of Students Completing 30 Units

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition of the Measure</th>
<th>Stretch Goal (DO Balanced Scorecard)</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall persistence rate</td>
<td>Percentage of degree, certificate, and/or transfer seeking students tracked for six years who enrolled in the first three consecutive</td>
<td>80%</td>
<td>68%</td>
<td>66%</td>
<td>65%</td>
<td>65%</td>
<td>67%</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>terms</td>
<td>n/a</td>
<td>70%</td>
<td>63%</td>
<td>65%</td>
<td>69%</td>
<td>63%</td>
<td>66%</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>College prepared persistence rate</td>
<td>persistence rate definition above for students whose lowest course attempted in math and/or English was college level</td>
<td>n/a</td>
<td>67%</td>
<td>67%</td>
<td>64%</td>
<td>64%</td>
<td>69%</td>
<td>66%</td>
</tr>
<tr>
<td>Underprepared persistence rate</td>
<td>persistence rate definition above for students whose lowest course attempted in math and/or English was remedial level</td>
<td>n/a</td>
<td>67%</td>
<td>67%</td>
<td>64%</td>
<td>64%</td>
<td>69%</td>
<td>66%</td>
</tr>
<tr>
<td>Overall rate of students completing at least 30 units</td>
<td>Percentage of degree, certificate, and/or transfer seeking students tracked for six years who achieved at least 30 units</td>
<td>75%</td>
<td>64%</td>
<td>61%</td>
<td>63%</td>
<td>60%</td>
<td>63%</td>
<td>62%</td>
</tr>
<tr>
<td>College-prepared rate of students completing at least 30 units</td>
<td>30-unit achievement rate definition above for students whose lowest course attempted in math and/or English was college level</td>
<td>n/a</td>
<td>63%</td>
<td>58%</td>
<td>63%</td>
<td>60%</td>
<td>59%</td>
<td>61%</td>
</tr>
<tr>
<td>Underprepared rate of students completing at least 30 units</td>
<td>30-unit achievement rate definition above for students whose lowest course attempted in math and/or English was remedial level</td>
<td>n/a</td>
<td>65%</td>
<td>63%</td>
<td>63%</td>
<td>59%</td>
<td>65%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Datamart: Retention/Success Rate, Scorecard
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx
SJCC California Scorecard
Data Discussion and Plans

The College’s first strategic goal is promoting student success. Under this goal, several key performance indicators were developed, including increasing persistence rates and course success rates. Overtime, the College was focused on disaggregating and implementing strategic plans focused on specific student populations. Thus, the bulk of conversations and discussions regarded course success gaps. There are campus wide conversations via committees on how to close the gaps in student success. For instance, both the Basic Skills Initiative and SSSP committees have supported projects that seek to reduce the achievement and success gaps. The projects are included in the yearly plans and are assessed on how they impact closing the student achievement gap. One example is professional development workshop funded by the Basic Skills Initiative, “Unlocking the Meaning of Vocabulary in Context,” designed for the collaboration between English, reading, mathematics and English as a Second Language instructors.

Course Success Disaggregated

Data Explanation

Definitions:

- Target Population(s): Diverse Communities that the College serves
- The number of courses students enrolled in 2014-2015
- The number of courses in which students earned an A, B, C, or credit
- The percent of courses students enrolled in 2014-2015
- The percent of courses passed (earned A, B, C, or credit) out of the courses students enrolled in and were present in on census day in base year
- Proportion: The percent of courses students enrolled in 2014-2015/ the percent of courses passed (earned A, B, C, or credit) out of the courses students enrolled in and were present in on census day in base year

The data points for course success disaggregation are from the Student Equity Plan. The proportion had a benchmark of .8. None of the disaggregated groups had a proportion under .8. Thus, all groups had comparable levels of success based on the Student Equity Plan.

Figure 10: Disaggregated Success Rates

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>The # of courses students enrolled in 2014-2015</th>
<th>The # of courses in which students earned an A, B, C, or credit out of</th>
<th>The % of courses students enrolled in 2014-2015</th>
<th>The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in &amp; were present in on census day in base year</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>41,584</td>
<td>29,639</td>
<td>41,584</td>
<td>29,639</td>
<td></td>
</tr>
<tr>
<td>Race / Group</td>
<td>Count 1</td>
<td>Count 2</td>
<td>Percentage 1</td>
<td>Percentage 2</td>
<td>Ratio</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------------</td>
<td>---------------</td>
<td>-------</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>184</td>
<td>122</td>
<td>0.44%</td>
<td>0.41%</td>
<td>0.93</td>
</tr>
<tr>
<td>Asian</td>
<td>9663</td>
<td>7698</td>
<td>23.24%</td>
<td>25.97%</td>
<td>1.12</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2980</td>
<td>1951</td>
<td>7.17%</td>
<td>6.58%</td>
<td>0.92</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>17527</td>
<td>11547</td>
<td>42.15%</td>
<td>38.96%</td>
<td>0.92</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>287</td>
<td>192</td>
<td>0.69%</td>
<td>0.65%</td>
<td>0.94</td>
</tr>
<tr>
<td>White</td>
<td>6947</td>
<td>5292</td>
<td>16.71%</td>
<td>17.85%</td>
<td>1.07</td>
</tr>
<tr>
<td>Some other race</td>
<td>2161</td>
<td>1577</td>
<td>5.20%</td>
<td>5.32%</td>
<td>1.02</td>
</tr>
<tr>
<td>More than one race</td>
<td>1835</td>
<td>1260</td>
<td>4.41%</td>
<td>4.25%</td>
<td>0.96</td>
</tr>
<tr>
<td>Males</td>
<td>18092</td>
<td>12462</td>
<td>43.51%</td>
<td>42.05%</td>
<td>0.97</td>
</tr>
<tr>
<td>Females</td>
<td>23409</td>
<td>17114</td>
<td>56.29%</td>
<td>57.74%</td>
<td>1.03</td>
</tr>
<tr>
<td>Unknown</td>
<td>83</td>
<td>63</td>
<td>0.20%</td>
<td>0.21%</td>
<td>1.06</td>
</tr>
<tr>
<td>Current or former foster youth</td>
<td>1179</td>
<td>748</td>
<td>2.84%</td>
<td>2.52%</td>
<td>0.89</td>
</tr>
<tr>
<td>Individuals with disabilities</td>
<td>2790</td>
<td>2462</td>
<td>6.71%</td>
<td>8.31%</td>
<td>1.24</td>
</tr>
<tr>
<td>Veterans</td>
<td>797</td>
<td>702</td>
<td>1.92%</td>
<td>2.37%</td>
<td>1.24</td>
</tr>
</tbody>
</table>

Data prepared for [Student Equity Report](#), pg. 23

**Data Discussion and Plans**

As discussed by the Student Success and Student Equity Committee, and as part of the [Student Equity Plan](#) (pg. 24-33), no student groups at the College are disproportionately impacted. Although students with disabilities have a higher than expected course success rate, additional resources are provided to this group as it has historically been underserved. The Learning Disability specialist is supported with Student Equity funds and has a focus on outreach to increase the number of students tested and provided access to resources. Additionally, funds from the Student Equity Plan will be used to support the [ALMASS Dream Program](#), which provides support for AB540 and DACA students to help them reach their academic goals.
Student Progression: Basic Skills Progress

Data Explanation

Definitions:

Progress: Percent of credit students tracked for six years who first enrolled in a course below transfer level and successfully completed a college-level course within six years

- Example: A student started in ESL, in six years, has that student enrolled in English 1A (transfer level)? If this student has enrolled, then this student has progressed.

Over the past five years, the average remedial progress rate in math (after six years) was 26 percent, (credit students who attempted for the first time a course designated at “levels below transfer” in math and successfully completed a college-level math course within six years.) If 100 began taking basic skills math courses, only 26 would reach a college level math course. Over the past five years, the average remedial progress rate in math was lower than the State average of 30 percent. For the most current academic year reported (2014-2015), the remedial completion rate for math was 28 percent, which was higher than all previous cohorts.

Over the past five years, the average remedial progress rate for the English cohort (after six years) was 39 percent (credit students who attempted for the first time a course designated at “levels below transfer” in English and successfully completed a college-level English course within six years.) Over the past five years, the average remedial progress rate in English was lower than the State average of 43 percent. For the most current academic year reported (2014-2015), the remedial completion rate for English was 43 percent, which is higher than the previous cohort year (2013-2014) of 41 percent.

Over the past five years, the average remedial progress rate in English as a Second Language, ESL, (after six years) was 18 percent (credit students who attempted for the first time a course designated at “levels below transfer” in ESL and successfully completed a college-level ESL course or a college-level English course within six years.) Over the past five years, the average remedial progress rate in ESL was lower than the State average of 26 percent. For the most current academic year reported (2014-2015), the remedial completion rate for ESL was 22 percent, which was higher than the previous cohort year (2012-2013) of 21 percent.
Figure 11: Basic Skills Progress

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Progress</td>
<td>Percentage of credit students tracked for six years who first enrolled in a course below transfer level (Math) and successfully completed a college-level math course within six years</td>
<td>26%</td>
<td>25%</td>
<td>40%</td>
<td>25%</td>
<td>26%</td>
<td>27%</td>
<td>25%</td>
<td>28%</td>
<td>26%</td>
<td>30%</td>
</tr>
<tr>
<td>English Progress</td>
<td>Percentage of credit students tracked for six years who first enrolled in a course below transfer level (English) and successfully completed a college-level English course within six years</td>
<td>42%</td>
<td>41%</td>
<td>50%</td>
<td>34%</td>
<td>35%</td>
<td>43%</td>
<td>41%</td>
<td>43%</td>
<td>39%</td>
<td>43%</td>
</tr>
<tr>
<td>ESL Progress</td>
<td>Percentage of credit students tracked for six years who first enrolled in a course below transfer level (ESL or English) and successfully completed a</td>
<td>22%</td>
<td>21%</td>
<td>40%</td>
<td>14%</td>
<td>16%</td>
<td>19%</td>
<td>21%</td>
<td>22%</td>
<td>18%</td>
<td>26%</td>
</tr>
</tbody>
</table>
The Basic Skills Initiative (BSI) Committee allocates funding to assist basic skills students’ progress to college level coursework. Funding is awarded to projects that can lead to access and success, such as in-class tutors; intrusive counseling; professional development for faculty, staff and administrators; how to use technology such as My Web, Moodle, Canvas; and purchases of textbooks for basic skills courses. Beginning summer 2015, the Basic Skills Committee began holding a yearly summer summit meeting to design and plan activities that will be conducted throughout the academic year. Data regarding basic skills students is researched, gathered, presented, and analyzed. In spring 2015, continuing and former basic skills students were surveyed on factors that impacted their enrollment or withdrawal from class. Focus groups were also conducted in spring 2015. Results from these sources have been posted on the College website and shared with respective College personnel and have led to implementing projects that assist basic skills students.

As discussed in the Student Equity Plan, the Student Success and Student Equity Committee has allocated funding to help all basic skills students’ progress to college level coursework. Furthermore, the Basic Skills Initiative Committee has created a process for faculty and staff
to submit [BSI Project Proposals](#) that outline activities and support to help students’ progress. These projects can have a semester or a year-long duration. In 2015-2016, there was cross-collaboration between the Student Success and Student Equity and Basis Skills committees in the drafting of the 2015-16 BSI [action plan](#). With BSI funding, the College has focused on providing support for faculty professional development opportunities. The College recognizes and has continued to discuss, innovate, and executive best practices to assist faculty to further students’ progress in their educational plans.

**Basic Skills Disaggregated**

*Data Explanation*

Definitions:

- Target Population: Groups identified as critical in disaggregation of data
- Proportion: Percent of students who passed/percent of courses students enrolled in
- If proportion is less than 0.8, the group is considered disproportionally impacted

Below are three tables from the Student Equity Plan. Each table is a disaggregation of basic skills course completion. The student success rates are compared with enrollment rates. If a group’s proportion is 0.8 or lower (their achievement is less than 80 percent of their enrollment), then the group is considered disproportionately impacted.

**Remedial Math**

With regards to math, African Americans and students with disabilities are disproportionately impacted.

Figure 13: Remedial Math Disproportionately Impacted

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>The # of students in the Cohort</th>
<th>The # of students who complete a final Math or basic skills course with an A, B, C or credit in the base year</th>
<th>The % of courses students enrolled in 2014-2015</th>
<th>The % of students who complete a final Math or basic skills course with an A, B, C or credit in the base year</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1,356</td>
<td>339</td>
<td>1,356</td>
<td>339</td>
<td>1</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>16</td>
<td>4</td>
<td>1.18%</td>
<td>1.18%</td>
<td>1.00</td>
</tr>
<tr>
<td>Asian</td>
<td>146</td>
<td>48</td>
<td>10.77%</td>
<td>14.16%</td>
<td>1.32</td>
</tr>
<tr>
<td>Black or African American</td>
<td>170</td>
<td>29</td>
<td>12.54%</td>
<td>8.55%</td>
<td>0.68</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>631</td>
<td>150</td>
<td>46.53%</td>
<td>44.25%</td>
<td>0.95</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>31</td>
<td>8</td>
<td>2.29%</td>
<td>2.36%</td>
<td>1.03</td>
</tr>
<tr>
<td>White</td>
<td>222</td>
<td>70</td>
<td>16.37%</td>
<td>20.65%</td>
<td>1.26</td>
</tr>
<tr>
<td>Some other race</td>
<td>140</td>
<td>30</td>
<td>10.32%</td>
<td>8.85%</td>
<td>0.86</td>
</tr>
<tr>
<td>More than one race</td>
<td>0</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Males</td>
<td>622</td>
<td>136</td>
<td>45.87%</td>
<td>40.12%</td>
<td>0.87</td>
</tr>
<tr>
<td>Females</td>
<td>731</td>
<td>202</td>
<td>53.91%</td>
<td>59.59%</td>
<td>1.11</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
<td>1</td>
<td>0.22%</td>
<td>0.29%</td>
<td>1.33</td>
</tr>
<tr>
<td>Individuals with disabilities</td>
<td>127</td>
<td>26</td>
<td>9.37%</td>
<td>7.67%</td>
<td>0.82</td>
</tr>
</tbody>
</table>

**Remedial English**

With regards to remedial English, African Americans and students with disabilities are disproportionately impacted. Native Hawaiian and/or Pacific Islander showed disproportionate impact; however, the enrollment at the College for these students is low, so it is unclear if they are impacted or not within remedial English.

Figure 14: Remedial English Disproportionately Impacted

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>The # of students in the Cohort</th>
<th>The # of students who complete a final English or basic skills course with an A, B, C or credit in the base year</th>
<th>The % of students enrolled in 2014-2015</th>
<th>The % of students who complete a final English or basic skills course with an A, B, C or credit in the base year</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>740</td>
<td>300</td>
<td>740</td>
<td>300</td>
<td>1</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>12</td>
<td>6</td>
<td>1.62%</td>
<td>2.00%</td>
<td>1.23</td>
</tr>
<tr>
<td>Asian</td>
<td>86</td>
<td>45</td>
<td>11.62%</td>
<td>15.00%</td>
<td>1.29</td>
</tr>
<tr>
<td>Black or African American</td>
<td>83</td>
<td>26</td>
<td>11.22%</td>
<td>8.67%</td>
<td>0.77</td>
</tr>
<tr>
<td></td>
<td>The # of students in the Cohort</td>
<td>The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year</td>
<td>The % of courses students enrolled in 2014-2015</td>
<td>The % of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year</td>
<td>Proportion</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td><strong>621</strong></td>
<td><strong>129</strong></td>
<td><strong>621</strong></td>
<td><strong>129</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>1</td>
<td>0</td>
<td>0.16%</td>
<td>0.00%</td>
<td>n/a</td>
</tr>
<tr>
<td>Asian</td>
<td>288</td>
<td>92</td>
<td>46.38%</td>
<td>71.32%</td>
<td>1.53</td>
</tr>
<tr>
<td>Black or African</td>
<td>64</td>
<td>6</td>
<td>10.31%</td>
<td>4.65%</td>
<td>0.47</td>
</tr>
</tbody>
</table>

**Remedial ESL**

With regards to ESL remediation, African Americans, Latinos, Other race, and men are disproportionately impacted.

Figure 15: Remedial ESL Disproportionately Impacted
Data Discussion and Plans

The Student Success and Student Equity Committee discussed basic skills as part of the Student Equity Plan. Funding was allocated to the Summer Bridge program to provide students with textbooks in basic skills sections in the summer. By assisting students in enrolling over the summer, students will move one step closer to college level coursework and develop a solid foundation to prepare for the academic rigor such courses. Additionally, all areas of basic skills courses are seeking innovative methods to maintain quality and accelerate students’ progress. The College recognizes that this is an area where significant improvement can be made and all constituency groups are committed to achieving goals in this area.

Overall Achievement (Program Completion & Transfer Rates)

Data Explanation

Completion rates are the percentage of degree, certificate, and/or transfer seeking students tracked for six years who completed a degree, certificate, or transfer related outcomes. Over the last five cohorts, the average student completion rate was 45 percent. In all five cohorts, all of the completion rates hover within 41-46 percent. Prepared cohorts (students who placed in college level courses) had higher completion rates. The five-year cohort completion rate average for college prepared students is 70 percent. In 2013-2014, the prepared cohort completion rate was 72 percent. The underprepared students’ completion rate hovers around
33 percent for the last five cohorts. The average CTE completion rate for the last five cohorts is 47 percent.

The College has seen rapid growth in the number of degrees and certificates awarded. In 2010-2011, the College awarded 384 associates degrees; by 2014-2015, the number increased to 594. Additionally, the number of associates’ degrees awarded surpassed the 2015-2016 Institution-Set Standard of 577. In 2010-2011, the College awarded 190 certificates; in 2014-2015, 402 certificates were awarded. The change in annual measures exemplifies the College’s increased efforts to help students reach their goals of obtaining a certificate and degree.

Figure 16: Program Completion & Transfer Rate

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition of Measure</th>
<th>Institution Set Standard (IEPI goal for 2013-2014)</th>
<th>Stretch Goal (DO Balanced Scorecard)</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Rate</td>
<td>Percentage of degree, certificate, and/or transfer seeking students tracked for six years who completed a degree, certificate, or transfer related outcomes</td>
<td>44%</td>
<td>43%</td>
<td>55%</td>
</tr>
<tr>
<td>Six Year Cohorts</td>
<td>Completion rate definition above for students whose lowest course attempted in math and/or English was college level</td>
<td>74%</td>
<td>73%</td>
<td>n/a</td>
</tr>
<tr>
<td>College Prep</td>
<td>Completion rate definition above for students whose lowest course attempted in math and/or English was remedial level</td>
<td>32%</td>
<td>31%</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Figure 17: Completion Rate Trends

Sources: Student Success Scorecard

Figure 18: Number of Degrees, Certificates, & Students Transferred

|--------------|--------------------------------------------------|--------------------------------------------------|-----------|-----------|-----------|-----------|-----------|---------|
Figure 19: 5 Year Trend of Degrees, Certificates, and Students Transferred

<table>
<thead>
<tr>
<th>Annual</th>
<th>Number of Degrees Awarded</th>
<th>577</th>
<th>571</th>
<th>384</th>
<th>397</th>
<th>564</th>
<th>571</th>
<th>594</th>
<th>502</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Certificates Awarded</td>
<td>450</td>
<td>446</td>
<td>190</td>
<td>220</td>
<td>310</td>
<td>446</td>
<td>402</td>
<td>313.6</td>
</tr>
<tr>
<td></td>
<td>Number of students transferred</td>
<td>n/a</td>
<td>n/a</td>
<td>545</td>
<td>552</td>
<td>463</td>
<td>515</td>
<td>503</td>
<td>515.6</td>
</tr>
</tbody>
</table>

Sources: California Community Colleges Chancellor's Office, Transfer Volume, California Community Colleges Chancellor's Office, Program Awards

Data Discussion and Plans

At the College, student achievement data are linked to strategic key performance indicators (KPIs) as part of integrated planning. They are integrated within strategic plans and linked with the committee structures to focus campus efforts. By integrating student data into strategic planning, it ensures all conversations related to students are data driven. A description of the College’s certificates and associates degrees can be found in the College Catalog.

Overall achievement rates based on six-year cohorts have stagnated. However, the College is making strides on increasing student success through the Student Equity Plan, pg. 62. Developed by the Student Success and Student Equity Committee, which compromises of various campus constituents, the Student Equity Plan provides goals and objectives related to
supporting students achieve their educational goals. Through funding from the Student Equity Plan, students are participating in college tours beyond the local universities, with an emphasis on Historically Black Colleges and Universities and Southern California college tours and receiving book vouchers and more tutoring and counseling. However, the impact of these programs may not be realized for several years.

**Degree & Certificate Disaggregated**

*Data Explanation*

**Definitions:**

- The percent of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree: number of (targeted population) first time students who enrolled/ all first time students who wanted a degree
- The percent of students who earned a degree or certificate: number of (targeted population) first time students who earned a degree/all first time students who earned a degree
- Proportion: The percent of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree/the percent of students who earned a degree or certificate
- Disproportionate Impacted: .8 or lower, which indicates that students are disproportionately impacted

With regards to associate’s degree achievement, students who identify as “Other” race and students with disabilities are disproportionately impacted. Native Hawaiian or Pacific Islander and other gender may also be disproportionately impacted, but the enrollment numbers are too small to reach a conclusion. The College has examined the 2014-2015 cohorts of Foster Youth (current and former) and Veterans through institutional data.

With regards to certificate achievement, Asian, African Americans, Native Hawaiian or Pacific Islander, Other race, male students, and students with disabilities are disproportionately impacted. The College has examined the 2014-2015 cohorts of Foster Youth (current and former) and Veterans through institutional data.

*Associate Degrees*

**Figure 20: Disproportionate Impact of Degrees**

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree</th>
<th>The number of students who earned a degree or certificate</th>
<th>The % of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree</th>
<th>The % of students who earned a degree or certificate</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1,212</td>
<td>164</td>
<td>1.24%</td>
<td>1.22%</td>
<td>0.99</td>
</tr>
<tr>
<td>American</td>
<td>15</td>
<td>2</td>
<td>1.24%</td>
<td>1.22%</td>
<td>0.99</td>
</tr>
<tr>
<td>Indian / Alaska Native</td>
<td>247</td>
<td>38</td>
<td>20.38%</td>
<td>23.17%</td>
<td>1.14</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----</td>
<td>----</td>
<td>---------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>Asian</td>
<td>112</td>
<td>13</td>
<td>9.24%</td>
<td>7.93%</td>
<td>0.86</td>
</tr>
<tr>
<td>Black or African</td>
<td>447</td>
<td>54</td>
<td>36.88%</td>
<td>32.93%</td>
<td>0.89</td>
</tr>
<tr>
<td>Native Hawaiian or</td>
<td>21</td>
<td>2</td>
<td>1.73%</td>
<td>1.22%</td>
<td>0.70</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>216</td>
<td>31</td>
<td>17.82%</td>
<td>18.90%</td>
<td>1.06</td>
</tr>
<tr>
<td>White</td>
<td>254</td>
<td>24</td>
<td>20.96%</td>
<td>14.63%</td>
<td>0.70</td>
</tr>
<tr>
<td>Some other race</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than one race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>567</td>
<td>62</td>
<td>46.78%</td>
<td>37.80%</td>
<td>0.81</td>
</tr>
<tr>
<td>Females</td>
<td>615</td>
<td>98</td>
<td>50.74%</td>
<td>59.76%</td>
<td>1.18</td>
</tr>
<tr>
<td>Unknown</td>
<td>30</td>
<td>1</td>
<td>2.48%</td>
<td>0.61%</td>
<td>0.25</td>
</tr>
<tr>
<td>Individuals with</td>
<td>80</td>
<td>7</td>
<td>6.60%</td>
<td>4.27%</td>
<td>0.65</td>
</tr>
<tr>
<td>disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-income students</td>
<td>826</td>
<td>117</td>
<td>68.15%</td>
<td>71.34%</td>
<td>1.05</td>
</tr>
</tbody>
</table>

**Certificates**

Figure 21: Disproportionate Impact of Certificates

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree</th>
<th>The number of students who earned a degree or certificate.</th>
<th>The % of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree</th>
<th>The % of students who earned a degree or certificate.</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1,212</td>
<td>27</td>
<td>1,212</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>American Indian /</td>
<td>15</td>
<td>1</td>
<td>1.24%</td>
<td>3.70%</td>
<td>2.99</td>
</tr>
<tr>
<td>Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>247</td>
<td>4</td>
<td>20.38%</td>
<td>14.81%</td>
<td>0.73</td>
</tr>
<tr>
<td>Race or Ethnicity</td>
<td>Total</td>
<td>Disabled</td>
<td>Employment Rate</td>
<td>Transfer Rate</td>
<td>Employment Rate Difference</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------</td>
<td>----------</td>
<td>-----------------</td>
<td>---------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Black or African American</td>
<td>112</td>
<td>1</td>
<td>9.24%</td>
<td>3.70%</td>
<td>0.40</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>447</td>
<td>11</td>
<td>36.88%</td>
<td>40.74%</td>
<td>1.10</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>21</td>
<td>0</td>
<td>1.73%</td>
<td>0.00%</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>216</td>
<td>8</td>
<td>17.82%</td>
<td>29.63%</td>
<td>1.66</td>
</tr>
<tr>
<td>Some other race</td>
<td>154</td>
<td>2</td>
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</tbody>
</table>

Data Source: [Student Equity Plan](#), pg. 65-76

**Data Discussion and Plans**

The Student Success and Student Equity Committee utilized funds from the [Student Equity Plan](#), to support additional counselor time for students with disabilities, specifically focusing on developing educational plans that lead to completion (pg. 68). Additionally, an additional male counselor will focus on men of color in CTE programs (pg.71). Further, through reviewing disaggregated data, funding was allocated to faculty and staff to lead students on a tour of Historically Black College (pg. 76) to learn more about the transfer agreements and how their associates and/or certificates will lead to a baccalaureate at these institutions.

**Career & Technical Job Rates (Overall & Program Specific)**

**Data Explanation**

In three of five academic years, the CTE programs had a higher employment rate for their students than the state average of all CTE programs in the California Community College system. The College’s CTE employment rate in 2010-2011 was 79 percent, which is four percentage points higher than the state average. The College’s employment rate dropped to
69 percent in 2014-2015, but that is six percentage points higher than the state average of 63 percent.

For the average employment rate of all TOP codes, the four TOP codes with the highest employment rate are Interdisciplinary Studies (TOP 49), Health (Top 12), Information Technology (TOP 07), and Engineering and Industrial Technologies (TOP 09) have an employment rate of at least 70 percent in 2014-2015. Business and Management (TOP 05) and Media and Communications (TOP 06) have an employment rate of at least 50 percent. For five out of the seven TOP code CTE programs, the employment average for the last five years has been at least 66 percent, with four of them being at least 75 percent.

Figure 22: CTE Employment Comparison (5 Years)
Figure 23: CTE Program Job Rates

<table>
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<td>62%</td>
<td>82%</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>FAMILY AND CONSUMER SCIENCES, GENERAL</td>
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<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>30%</td>
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<td>66%</td>
<td>66%</td>
<td>76%</td>
<td>70%</td>
</tr>
</tbody>
</table>
Data Discussion and Plans

The CTE program has higher success than the state average. The College recognizes that CTE is a large component of student educational plans and therefore needs to focus on groups such as men of color who have been underserved. Thus, the Student Equity Plan (page 71) calls for additional counseling time dedicated to men of color in CTE programs. Additionally, during the Program Review process, CTE programs utilize job rates to assist the campus in reviewing the programs.

Access Gap

Data Explanation

Definitions:

- Target Population: Various groups which make up the diverse populations at the College
- Number of Student Enrollment: Number of students of specific groups who were enrolled in Fall 2014-Spring 2015.
- Number of total enrollment: Proportion of specific group to the entire enrollment population. For example, there were 3210 Asian students and 12,753 total enrolled. The percent of Asians relative to the campus is 25.17 percent.
- Percent of total enrollment: Proportion of specific group within the larger community. Within the College service area, 32 percent of adults without a certificate or degree are identified as Asian.
• Proportionality: Percent of total enrollment/total enrollment. If the proportion is below .8, then the California Community College Chancellor’s Office considers this group disproportionately impacted.

With respect to access, American/Indian/Alaskan Native, Asian, and White are disproportionately impacted. Currently, the MIS data does not include flags for current or former Foster Youth and Veterans. Resources should be allocated to ensure their presence is documented and their progress is tracked to ensure additional support is provided to both communities. However, the College has examined the 2014-2015 cohorts of Foster Youth (current and former) and Veterans through institutional data.

Figure 24: Disproportionate Impact on Access

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th># of SJCC Students Enrollment in Fall 2014 – Spring 2015</th>
<th>% of SJCC total enrollment (proportion)</th>
<th>% of adult population within the community served (proportion)</th>
<th>Proportion</th>
</tr>
</thead>
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<td>American Indian / Alaska Native</td>
<td>58</td>
<td>0.45%</td>
<td>0.90%</td>
<td>0.50</td>
</tr>
<tr>
<td>Asian</td>
<td>3210</td>
<td>25.17%</td>
<td>32.00%</td>
<td>0.79</td>
</tr>
<tr>
<td>Black or African American</td>
<td>832</td>
<td>6.53%</td>
<td>3.20%</td>
<td>2.04</td>
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<td>Hispanic or Latino</td>
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<td>40.75%</td>
<td>33.30%</td>
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<td>Native Hawaiian or other Pacific Islander</td>
<td>71</td>
<td>0.56%</td>
<td>0.40%</td>
<td>1.40</td>
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<tr>
<td>White</td>
<td>2187</td>
<td>17.15%</td>
<td>28.70%</td>
<td>0.60</td>
</tr>
<tr>
<td>Some other race</td>
<td>659</td>
<td>5.17%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>More than one race</td>
<td>537</td>
<td>4.21%</td>
<td>5.00%</td>
<td>0.84</td>
</tr>
<tr>
<td>Males</td>
<td>5657</td>
<td>44.37%</td>
<td>50.30%</td>
<td>0.88</td>
</tr>
<tr>
<td>Females</td>
<td>7052</td>
<td>55.31%</td>
<td>49.70%</td>
<td>1.11</td>
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<td>Unknown</td>
<td>41</td>
<td>32.00%</td>
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<tr>
<td>Individuals with disabilities</td>
<td>863</td>
<td>6.77%</td>
<td>4.90%</td>
<td>1.38</td>
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<td>Veterans</td>
<td>250</td>
<td>1.96%</td>
<td>0.00%</td>
<td>406314</td>
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</table>

Source: Student Equity Plan

Data Discussion and Plans

The Student Equity Plan (pg. 15) focuses on increasing access for all students as measured by success indicators linked to CCCCO Student Success Scorecard. At the College, the Student Equity Plan is utilized to identify student communities that have been underserved. The Student Success and Student Equity Committee developed the Student Equity Plan. The committee led forums throughout the fall semester to gather innovative ideas to decrease access gaps and increase other success metrics.
Within Student Equity Plan (pg. 15), several goals were developed to close the access gaps for groups identified within the analysis and by the federal governments as underrepresented minorities. Some of the goals include establishing outreach plans that targets specific populations, such as the EOPS Guardian Scholars Program and the ALMASS Dream Program. Both of these programs are under the umbrella of the EOPS Department and funded by Student Equity funds. The College acknowledges the importance of recruiting Asians to campus and the national trend in supporting men of color.

Distance Education

Data Explanation

The number of distance education sections has increased from 67 to 124 over the past four years. Distance education is becoming a larger proportion of sections offered to students. In 2010-2011, the distance education sections had a higher success rate than face-to-face sections. However, by 2014-2015, the face-to-face sections have a higher success rates than distance education sections. The line graph highlights the increased gap in success rates between face-to-face sections and distance education sections. Each year the gap between success rates has increased.

The second table is a demographics table over several semesters, from fall 2012 to fall 2015, comparing demographics of face to face and distance education sections. An interesting finding is how similar the demographics are for face-to-face and distance education sections.

Figure 25: Difference in Success Rates for Distance Education and Face-to-Face Courses

<table>
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<tr>
<th>Academic Year</th>
<th>Number of Distance Ed Sections</th>
<th>Proportion of DE sections to total number of sections</th>
<th>Distance Ed Success Rates</th>
<th>Face to Face Control Group Success Rates</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>67</td>
<td>3.40%</td>
<td>64%</td>
<td>61%</td>
<td>-3%</td>
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<tr>
<td>2011-2012</td>
<td>110</td>
<td>5.94%</td>
<td>61%</td>
<td>62%</td>
<td>1%</td>
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<td>2012-2013</td>
<td>115</td>
<td>6.08%</td>
<td>61%</td>
<td>62%</td>
<td>1%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>124</td>
<td>6.52%</td>
<td>61%</td>
<td>65%</td>
<td>4%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>124</td>
<td>7.17%</td>
<td>59%</td>
<td>65%</td>
<td>6%</td>
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</tbody>
</table>
Figure 26: Difference Between Face to Face and Distance Education Success Rates Trend

Figure 27: Changes in Enrollment from Fall 2012 to Fall 2015 for Distance Education & Face to Face Students

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<th>Demographics</th>
<th>Face to Face</th>
<th>Distance Education</th>
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<tr>
<td>Female</td>
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<tr>
<td>Male</td>
<td>-9%</td>
<td>-8%</td>
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<td>&lt; 18</td>
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<td>N/A</td>
</tr>
<tr>
<td>18-20</td>
<td>772%</td>
<td>776%</td>
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<td>21-25</td>
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<tr>
<td>26-30</td>
<td>-28%</td>
<td>-27%</td>
</tr>
<tr>
<td>31-40</td>
<td>-37%</td>
<td>-35%</td>
</tr>
<tr>
<td>41-50</td>
<td>-31%</td>
<td>-26%</td>
</tr>
<tr>
<td>51-61</td>
<td>-35%</td>
<td>-35%</td>
</tr>
<tr>
<td>62-65</td>
<td>-47%</td>
<td>-47%</td>
</tr>
<tr>
<td>66-67</td>
<td>-40%</td>
<td>-40%</td>
</tr>
<tr>
<td>68+</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>-39%</td>
<td>-39%</td>
</tr>
<tr>
<td>Asian</td>
<td>-10%</td>
<td>-9%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>-26%</td>
<td>-25%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>-27%</td>
<td>-27%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>-7%</td>
<td>-5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>-5%</td>
<td>-4%</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Unknown</td>
<td>-23%</td>
<td>-21%</td>
</tr>
<tr>
<td>White</td>
<td>-15%</td>
<td>-13%</td>
</tr>
</tbody>
</table>

Student Success Analytics Report: Online Campus comparisons (Internal Data)

Data Discussion and Plans

Based on the data, the success rates for online students are lower than for face-to-face sections. The Distance Education Committee reviews data on success and to understand the demographics served. The demographics for both groups were very similar, and the Distance Education Committee realized the differences in success rates could be connected to the level students are prepared for distance education learning. The committee members developed an Online Readiness Quiz and Online Learning Readiness Self-Assessment Modules for students to identify whether or not they were ready for the rigors of distance learning. The tool is posted on the College website in the Online Learning and Resources webpage. Further, the committee advised the College to utilize Internet tutors to better serve students and decrease the gaps in success rates between distance education sections and face-to-face sections. The College subscribes to Net-Tutor. The Distance Education Committee devoted time to develop policies and promote practices that contribute to the quality and growth of distance education. The committee provides resources for distance education faculty and a Distance Education Faculty Handbook.

Human Resources: Employee Headcount

Data Explanation

At the College, the overall number of employees increased from 489 in fall of 2011 to 513 in fall of 2015. When employee types are identified, in reviewing fall 2015, the number of adjunct faculty (academic, temporary) and administrators has increased while the number of academic (tenured/tenure track) has decreased. With respect to race/ethnicity, classified staff reflects the student demographics. However, both faculty and administrators are less diverse than the students served.
Figure 28: Employee Trends

![Employee Count Trends](image)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>489</td>
<td>487</td>
<td>486</td>
<td>508</td>
<td>513</td>
</tr>
<tr>
<td>Educational Admin</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Academic, Tenured/Tenure Track</td>
<td>89</td>
<td>98</td>
<td>99</td>
<td>120</td>
<td>83</td>
</tr>
<tr>
<td>Academic, Temporary</td>
<td>291</td>
<td>265</td>
<td>266</td>
<td>261</td>
<td>296</td>
</tr>
<tr>
<td>Classified</td>
<td>100</td>
<td>113</td>
<td>112</td>
<td>115</td>
<td>121</td>
</tr>
</tbody>
</table>

Figure 29: Employee Demographics

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Educational Administrator</th>
<th>Academic, Tenured/Tenure Track</th>
<th>Academic, Temporary</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>13 100%</td>
<td>83 100%</td>
<td>296 100%</td>
<td>12 100%</td>
</tr>
<tr>
<td>African-American</td>
<td>1 7.69%</td>
<td>8 9.64%</td>
<td>18 6.08%</td>
<td>9 7.44%</td>
</tr>
<tr>
<td>Amer. Indian/Alaskan Native</td>
<td>0 0.00%</td>
<td>1 1.20%</td>
<td>3 1.01%</td>
<td>1 0.83%</td>
</tr>
<tr>
<td>Asian</td>
<td>1 7.69%</td>
<td>19 22.89%</td>
<td>62 20.95%</td>
<td>23 19.01%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3 23.08%</td>
<td>19 22.89%</td>
<td>30 10.14%</td>
<td>51 42.15%</td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td>0 0.00%</td>
<td>1 1.20%</td>
<td>3 1.01%</td>
<td>2 1.65%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5 38.46%</td>
<td>0 0.00%</td>
<td>9 3.04%</td>
<td>2 1.65%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>3 23.08%</td>
<td>35 42.17%</td>
<td>171 57.77%</td>
<td>33 27.27%</td>
</tr>
</tbody>
</table>
### Gender

<table>
<thead>
<tr>
<th></th>
<th>Educational Administrator</th>
<th>Academic, Tenured/Tenure Track</th>
<th>Academic, Temporary</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>13 100%</td>
<td>83 100%</td>
<td>296 100%</td>
<td>12 100%</td>
</tr>
<tr>
<td>Female</td>
<td>5 38.46%</td>
<td>51 61.45%</td>
<td>148 50%</td>
<td>72 59.50%</td>
</tr>
<tr>
<td>Male</td>
<td>8 61.54%</td>
<td>32 38.55%</td>
<td>148 50%</td>
<td>49 40.50%</td>
</tr>
</tbody>
</table>

### Age

<table>
<thead>
<tr>
<th></th>
<th>Educational Administrator</th>
<th>Academic, Tenured/Tenure Track</th>
<th>Academic, Temporary</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>13 100%</td>
<td>83 10%</td>
<td>296 100%</td>
<td>12 100%</td>
</tr>
<tr>
<td>18 to 34</td>
<td>1 7.69%</td>
<td>2 2.41%</td>
<td>26 8.78%</td>
<td>14 11.57%</td>
</tr>
<tr>
<td>35 to 39</td>
<td>0 0.00%</td>
<td>4 4.82%</td>
<td>28 9.46%</td>
<td>9 7.44%</td>
</tr>
<tr>
<td>40 to 44</td>
<td>4 30.77%</td>
<td>10 12.05%</td>
<td>37 12.50%</td>
<td>17 14.05%</td>
</tr>
<tr>
<td>45 to 49</td>
<td>3 23.08%</td>
<td>10 12.05%</td>
<td>43 14.53%</td>
<td>23 19.01%</td>
</tr>
<tr>
<td>50 to 54</td>
<td>1 7.69%</td>
<td>16 19.28%</td>
<td>39 13.18%</td>
<td>14 11.57%</td>
</tr>
<tr>
<td>55 to 59</td>
<td>1 7.69%</td>
<td>15 18.07%</td>
<td>27 9.12%</td>
<td>21 17.36%</td>
</tr>
<tr>
<td>60 to 64</td>
<td>2 15.38%</td>
<td>10 12.05%</td>
<td>33 11.15%</td>
<td>12 9.92%</td>
</tr>
<tr>
<td>65 to 69</td>
<td>1 7.69%</td>
<td>10 12.05%</td>
<td>37 12.50%</td>
<td>7 5.79%</td>
</tr>
<tr>
<td>70+</td>
<td>0 0.00%</td>
<td>6 7.23%</td>
<td>26 8.78%</td>
<td>4 3.31%</td>
</tr>
</tbody>
</table>

Datamart: Faculty & Staff Demographics
http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

**Data Discussion and Plans**

Faculty and classified staff are highly involved with hiring of new faculty, administrators, and classified staff members. The Academic Senate appoints faculty members to serve on screening committees, and the classified union (CSEA) assists in identifying classified staff members to serve on screening committees. More detailed information regarding hiring process can be found on the Human Resources site and more specially on guidelines for screening committee composition.

As identified in the College strategic goals, there is a need to enhance employee development. More specifically, in the Strategic Plan: Integrated Planning and Resource Allocation Handbook, several of the key performance indicators (pg. 11) were related to professional development. In addition to hiring, there is a Professional Development Center for faculty, staff, and administrators that offers and coordinates ongoing workshops, webinars, and training sessions for all College employees. Each academic year, there are four Professional Development Days (PDDs), two in the spring and two in the fall. During PDDs,
academic divisions and departments meet and the entire campus comes together to learn about campus wide initiatives, student panels, accreditation, and/or receive information related to Title IX, student success, and student safety. These events are assessed through surveys. The results from these are used in the planning of future PDDs.
Organization of the Self Evaluation Process

Organization for the Accreditation Self Evaluation began in spring 2014. The College decided to use a model where each standard would have a dedicated committee responsible for gathering evidence and writing the standard. To involve all the constituency groups, the College adopted a Tri-Chair model for each standard committee comprised of one faculty, one classified staff member, and one administrator who shared the responsibilities.

In May 2014, a request was sent to faculty and classified staff asking those who were interested in serving as an accreditation Tri-Chair to submit a letter of interest to the Vice President of Academic Affairs. Administrators volunteered to serve as a Tri-Chair, and the standard committees were formed. Each committee was responsible to reach out to members of the College to help with gathering evidence and writing each standard. The Tri-Chairs became the members of the Accreditation Core Team, which met every other Friday beginning in fall 2014. The Core Team was co-chaired by the Vice President of Academic Affairs, who serves as the Accreditation Liaison Officer, and a faculty Accreditation Coordinator.

On March 21, 2014, College faculty, staff, and administrators attended a comprehensive Accreditation Self Evaluation training at Evergreen Valley College. The main challenge the Tri-Chairs faced was that the College was one of the first groups to use the new standards, and as of spring 2014, the new standards had not been adopted nor were the procedures for addressing the new standards established.

The Tri-Chairs started in earnest in fall 2014. Most of the early work consisted of establishing a timeline for writing the report and vetting it through the College participatory groups. As was necessary in past comprehensive self-evaluations, the Tri-Chairs started gathering evidence to address recommendations from the 2010 Comprehensive Self-Evaluation; however, this was unnecessary as it turned out addressing past recommendations was not required for the 2016 Self-Evaluation.

Writing with a new format was a challenge for several months as the College was unclear with regards to the new standards and Commission expectations, but after additional training at the April 2015 ACCJC Workshop in San Diego, a clearer picture as to how to approach the new standards and format emerged.

The Tri-Chairs continued to gather evidence and worked on analysis and evaluation. The Tri-Chairs struggled to find some of the relevant evidence—many administrative changes in the past ten years made it a challenge to know where to find evidence at first. This led to a discussion of the Tri-Chairs that gave rise to the first action project for the Quality Focus Essay: a codified record of where to find evidence, including a manual of policies and procedures that are unique to the College (in addition to the District policies and procedures). This need permeated throughout the evidence-gathering period, as did the need for a focus on institutional effectiveness.
In the spring of 2016, the College hired an editor (with an outside perspective) to review, edit, and ensure one College voice for the report.

The entire campus community was involved in preparing the report, and overall participation was compiled during two separate Professional Development Day (PDD) activities. The first was during a mandatory PDD on January 28, 2016, where the ALO led the faculty, staff, and administrators in a discussion of the new standards and formatting of the report. This was followed by an exercise requiring those in attendance to move around the gymnasium and visit at least three stations where Tri-Chairs were asking for them to identify evidence to meet the standards.

The second all-campus accreditation exercise was at the April 8, 2016 PDD where faculty, staff and administrators completed a table exercise to identify activities on campus that showed the College met specific standards. Both of these exercises were well received and helped engage the campus community.

Starting in December 2015 and throughout the remaining process, drafts of the standards were posted on the College website, and the College community was invited to leave feedback on the report.

The Office of Academic Affairs also issued two newsletters with accreditation updates, and there was a standing agenda item for accreditation updates at each College Advisory Council meeting. The Vice President of Academic Affairs also presented frequent updates to the Academic Senate.

A rough draft was completed in May 2016, and the College formed a “Strike Force” of twelve individuals including faculty, staff, and administrators who met May 31 through June 9 to review the report extensively to ensure evidence was cited and all questions for each standard were answered.

The report was sent to the Board of Trustees for a first read on June 14, 2016. Board feedback was incorporated into the Self-Evaluation and the final document was vetted through the Academic Senate Executive Committee and the Classified Senate in early July. The Board of Trustees approved the final document at its July 12, 2016 meeting.

The final Self-Evaluation was posted on the College’s website, and the report was sent to the ACCJC in mid-August.

**Self-Evaluation Leadership Team**

The Vice-President of Academic Affairs served as the Accreditation Liaison Officer and also served as the Accreditation Tri-Chair Steering Committee Co-chair. The Faculty Co-chair (Accreditation Faculty Coordinator) served as the other co-chair. The Faculty Co-chair is an instructor of reading who also serves in a variety of faculty coordinator positions for the College. The original Accreditation Tri-Chair Committee consisted of fourteen members, the
membership of which changed during the process due to retirements and resignations and the subsequent filling of vacancies.

Tri-Chairs, writers, and contributors were a comprehensive mix of College employees including full time and adjunct faculty, classified staff, and administrators. Starting in the fall 2015 semester, the Tri-Chair committee met biweekly during the academic year through spring 2016 to guide the process of the self-evaluation.

**Standards Tri-Chairs, Writers and Contributors**

*Co-chairs:*
Celia Cruz-Johnson, Accreditation Faculty Coordinator
Duncan W. Graham, VPAA Accreditation Liaison Officer

*Standard I: Institutional Mission and Effectiveness*
Faculty: Judith Bell (FT)
Administrator: Jamie Alonzo, Elaine Burns
Classified: Maria Avalos, Laura Garcia, Teresa Paiz

*Standard II: Student Learning Programs and Support Services*
Faculty: Rebecca Gamez (FT), Linda Meyers (FT), Iris Jerke (PT)
Administrator: Keiko Kimura, Roland Montemayor, Eliazer Ayala-Austin
Classified: Sandra Gonzalez

*Standard III: Resources*
Faculty: Michael Berke (FT), Susan Wilson (PT)
Administrator: Jorge Escobar, Marilyn Morikang, Takeo Kubo, Dianne Dudek (DO)
Classified: Lina Brasil, Tina Xiao (DO)

*Standard IV: Leadership and Governance*
Faculty: Jennifer Nestojko (PT)
Administrator: Sean Abel
Classified: Julinda LeDee
Student: Sam Haut

*Cross-Standards Contributors*
Claudia Amador
Joyce Lui
Judy Wessler

*Strike Team Members*
Claudia Amador, Eliazer Ayala-Austin, Judith Bell, Dr. Byron Breland, Jonathan Cronan, Celia Cruz-Johnson, Rebecca Gamez, Duncan Graham, Keiko Kimura, JoAnn McGowan, Linda Meyer, Jennifer Nestojko, Dorothy Pucay, Admir Ramic, Kristen Ruano, Judy Wessler.
## 2016 Comprehensive Self-Evaluation Accreditation Report Timeline

<table>
<thead>
<tr>
<th><strong>Spring 2014</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Form Accreditation Standards Tri-Chair Taskforce</td>
</tr>
<tr>
<td>February</td>
<td>Build membership for Standards Co-chairs and members</td>
</tr>
<tr>
<td>February</td>
<td>Assign standing committees to Accreditation Standards</td>
</tr>
<tr>
<td>March</td>
<td>Training at Evergreen Valley College: March 21</td>
</tr>
<tr>
<td>April/May</td>
<td>Establish schedule for data/evidence gathering and review past self-evaluations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summer 2014</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New Revised Standards due from ACCJC</td>
</tr>
</tbody>
</table>

| **Fall 2014** | Standards committees begin to gather evidence and begin writing |

<table>
<thead>
<tr>
<th><strong>Fall 2015</strong></th>
<th></th>
</tr>
</thead>
</table>
| December        | - Each standard committee finishes writing self-evaluation narrative.  
                 | - Draft copies of the Comprehensive Self-Evaluation distributed to Academic Senate, College Advisory Council, Associated Student Government, for feedback: December 1  
                 | - Drafts of standards posted on the College website for campus feedback |

<table>
<thead>
<tr>
<th><strong>Spring 2016</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Editor puts document into a single voice and formats according to ACCJC Manual by January 31.</td>
</tr>
<tr>
<td>February</td>
<td>Drafts of standards posted on the College website for campus feedback</td>
</tr>
<tr>
<td>April</td>
<td>Draft copies of the Comprehensive Self Evaluation posted on the website for campus feedback: April 5.</td>
</tr>
<tr>
<td>May</td>
<td>Final Draft distributed to constituent groups for approval: May 17, 2016</td>
</tr>
<tr>
<td>May /June</td>
<td>Finish incorporating feedback, Strike Team refines the report for Board of Trustees first read: May 31 to June 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summer 2016</strong></th>
<th></th>
</tr>
</thead>
</table>
| June            | - First Read of draft to BOT: June 14  
                 | - BOT meeting, Draft sent for first read and feedback: June 28 |
| June /July      | Revisions and final pieces of evidence: June 29-July 11 |
| July            | BOT meeting Submit Final copy to BOT for adoption: July 12 |
| July-August     | Finishing touches |
| Mid-August      | - Obtain sign-off signatures  
                 | - Submit Self-Evaluation to ACCJC |
Organizational Information

SAN JOSE CITY COLLEGE EXECUTIVE TEAM

PRESIDENT
Dr. Byron Breland

Exec Admin Assistant
Judy Wessler

VP SPECIAL SERVICES
Marie-Elaine Burns

VP ACADEMIC AFFAIRS
Duncan Graham

VP ADMINISTRATIVE SERVICES
Jorge Escobar

VP STUDENT AFFAIRS
Roland Montemayor

Administrative Secretary
Claudia Amador

Administrative Secretary
Corinne Salazar

Administrative Secretary
Marta Avalos

7/20/2016
Supporting Evidence

Academic Senate Minutes April 19, 2016
SJCC Student Equity Plan 2015-16, page 17
SJCC Student Equity Plan – complete
SJCC Student Equity Plan – Page 14
DataMart: Retention/Success Rate
SJCC Student Success Scorecard 2014-15
http://www.sjcc.edu/AcademicAffairs/Documents/Intro.7%20SJCC_Strategic_Goals.pdf
SJCC Strategic Planning Resource Allocation Handbook
BSI Approved Projects FA15-SU16
SJCC SSP Plan 2015-2016 Page 34
SJCC Student Equity Plan – Pages 24 to 33
ALMASS
Basic Skills Initiative Committee
BSI Project Proposal Application
BSI 2015 Action Plans – October 1, 2015
SJCC Student Equity Plan – Page 42-61
Caminos Summer Bridge & First Year Experience
California Community College Chancellor’s Office, Transfer Volume
California Community College Chancellor’s Office, Program Awards
SJCC Student Equity Plan – pages 62-66
SJCC Student Success and Student Equity Committee
SJCC Student Equity Plan – Pages 65-76
Core Indicator Reports/Summer Core Indicators by TOP Codes
SJCC Student Equity Plan – Page 15
Student Success & Equity Committee – Minutes 9/21/2015
Distance Education Committee
Distance Education Committee – Meeting Minutes May 4, 2015
SJCC Online Learning and Resources web page
SJCC Distance Education Faculty Policies, Recommendations, and Resources
SJCC Faculty Distance Education Handbook
SJECCD Human Resources
How to Establish a Screening Committee and Composition
SJCC Strategic Goals
SJCC Professional Development Center
Extended Survey Results for PDD 01-29-16
Unlocking the Meaning of Vocabulary in Context – PD Activity announcement
SJECCD Executive Team
SJCC Basic Skills Focus Group 06-29-15
Basic Skills Student Survey Sample Population 1
Basic Skills Student Survey Sample Population 2
SJCC 2015-16 Student Equity Plan – page 51
SJCC 2015-16 Student Equity Plan – pages 56-57
SJCC 2015-16 Student Equity Plan – page 71
PDD Agendas 2015-16
Accreditation newsletters from Academic Affairs – Nov and Dec 2015
SJECCD Functional Map

(Using ACCJC Standards Adopted June 2014)

Overview

In the San José Evergreen Community College District, being a multi-college district, functions are delineated in support of the two colleges with the focus of promoting student success. The District has a Delineation of Functions Map originally created in 2012-2013, which was updated in fall 2015. The purpose of the Accreditation Functional Map is to clarify the locus of responsibility between the District Office\(^1\) and the colleges, for various aspects of the accreditation standards: Where the evidence should be found, who has primary responsible for addressing the standard, and whether or not there should be shared accountability from an accreditation perspective. This functional map designed specifically to delineate responsibility for providing accreditation evidence. It is not for the purposes of delineating support for functions.

These tables include the standards, along with an indicator for the campus and the district, related to one of the following designations:

- **P** = Primary (primary responsibility for providing evidence; primary writer for the standard)
- **S** = Secondary (provides some evidence where needed; contributes to the writing but not primary)
- **SH** = Shared (responsibility for providing evidence for the standard is shared between the district and the campus)
- **N** = Not involved or Not Applicable

The College has performed an analysis of the Functional Map that is addressed in each standard.

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

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

\(^{1}\) For these purposes the District Office includes the Workforce Institute and the Foundation.
### A. Mission

The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievement (ER6).

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

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

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

### B: Assuring Academic Quality and Institutional Effectiveness

#### Academic Quality

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

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

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

The institution uses assessment data and organizes its institutional processes to support student learning.
### Institutional Effectiveness

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

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

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

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

The institution engages in continuous, broad based, systematic evaluation and planning.

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

### C. Institutional Integrity
<table>
<thead>
<tr>
<th>Standard</th>
<th>District</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)</td>
<td>S</td>
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<tr>
<td>The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.</td>
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<tr>
<td>The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.</td>
<td>SH</td>
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<tr>
<td>The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.</td>
<td>S</td>
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<tr>
<td>In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)</td>
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<tr>
<td>The institution establishes and publishes clear policies</td>
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<tr>
<td>and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.</td>
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<tr>
<td>Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</td>
<td>N</td>
<td>P</td>
</tr>
<tr>
<td>Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)</td>
<td>SH</td>
<td>P</td>
</tr>
<tr>
<td>The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)</td>
<td>SH</td>
<td>P</td>
</tr>
<tr>
<td>The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organizations, or supporting external interests.</td>
<td>SH</td>
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</tr>
</tbody>
</table>
Standard II: Student Learning Programs and Support Services

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

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<tr>
<th>Standard</th>
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<tr>
<td><strong>A. Instructional Programs</strong></td>
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<tr>
<td>All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)</td>
<td>SH</td>
<td>P</td>
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<tr>
<td>(Workforce Institute has responsibility for Adult and Non-credit offerings)</td>
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<tr>
<td>Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.</td>
<td>SH</td>
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<tr>
<td>(Workforce Institute has responsibility for Adult and Non-credit offerings)</td>
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<tr>
<td>The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.</td>
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<tr>
<td>If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.</td>
<td>N</td>
<td>P</td>
</tr>
<tr>
<td>The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)</td>
<td>S</td>
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</tr>
<tr>
<td>The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)</td>
<td>N</td>
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<tr>
<td>The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.</td>
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<td>SH (Workforce Institute has responsibility for Adult and Non-credit offerings)</td>
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<tr>
<td>The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.</td>
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<tr>
<td>The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)</td>
<td>S</td>
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<tr>
<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</td>
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<td>requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)</td>
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<tr>
<td>The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.</td>
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<tr>
<td>The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)</td>
<td>N</td>
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<tr>
<td>All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.</td>
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<tr>
<td>Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.</td>
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</table>
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.

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

### B. Library and Learning Support Services

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

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.

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

When the institution relies on or collaborates with other institutions or other sources for library and other

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<td>When programs are eliminated or program requirements are significantly</td>
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<td>changed, the institution makes appropriate arrangements so that enrolled</td>
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<td>students may complete their education in a timely manner with a minimum</td>
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<td>of disruption.</td>
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<td>for Adult and Non-credit offerings)</td>
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<td>The institution regularly evaluates and improves the quality and</td>
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<td>currency of all instructional programs offered in the name of the</td>
<td>(Workforce Institute has responsibility for Adult and Non-credit offerings)</td>
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<td>institution, including collegiate, pre-collegiate, career-technical,</td>
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<td>continuing and community education courses and programs, regardless of</td>
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<td>delivery mode or location. The institution systematically strives to</td>
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<td>achievement for students.</td>
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<td>responsible for student learning and support. These services are</td>
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<td>sufficient in quantity, currency, depth, and variety to support</td>
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<td>educational programs, regardless of location or means of delivery,</td>
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<td>including distance education and correspondence education. Learning</td>
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<tr>
<td>support services include, but are not limited to, library collections,</td>
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<td>tutoring, learning centers, computer laboratories, learning technology,</td>
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<td>and ongoing instruction for users of library and other learning</td>
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<td>support services. (ER 17)</td>
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<tr>
<td>Relying on appropriate expertise of faculty, including librarians, and</td>
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<td>other learning support services professionals, the institution selects</td>
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<td>and maintains educational equipment and materials to support student</td>
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<td>learning and enhance the achievement of the mission.</td>
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<tr>
<td>The institution evaluates library and other learning support services</td>
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<td>to assure their adequacy in meeting identified student needs.</td>
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<td>Evaluation of these services includes evidence that they contribute to</td>
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<td>the attainment of student learning outcomes. The institution uses the</td>
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<td>results of these evaluations as the basis for improvement.</td>
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<td>When the institution relies on or collaborates with other institutions</td>
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<td>or other sources for library and other</td>
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<td>learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)</td>
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<tr>
<td>C. Student Support Services</td>
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<tr>
<td>The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)</td>
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<tr>
<td>The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.</td>
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</tr>
<tr>
<td>The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)</td>
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<tr>
<td>Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</td>
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<tr>
<td>The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs</td>
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</table>
of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

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

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

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.

Revised February 2016

**Standard III: Resources**

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

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<th>Standard</th>
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<tr>
<td>A. Human Resources</td>
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<tr>
<td>Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline, expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)</td>
<td>SH</td>
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<tr>
<td>Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.</td>
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<tr>
<td>Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</td>
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</tr>
<tr>
<td>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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<tr>
<td>The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.</td>
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<tr>
<td>The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)</td>
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<tr>
<td>An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional</td>
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<tr>
<td>development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.</td>
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<td>The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)</td>
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<tr>
<td>The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)</td>
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<tr>
<td>The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.</td>
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<tr>
<td>Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</td>
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</tr>
<tr>
<td>The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.</td>
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<tr>
<td>The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</td>
<td>SH</td>
<td>SH</td>
</tr>
<tr>
<td>The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.</td>
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B. Physical Resources

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and
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<td>maintained to assure access, safety, security, and a healthful learning and working environment.</td>
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<tr>
<td>The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.</td>
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<tr>
<td>To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.</td>
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<tr>
<td>Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</td>
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<td><strong>C. Technology Resources</strong></td>
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<tr>
<td>Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.</td>
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<tr>
<td>The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.</td>
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<tr>
<td>The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.</td>
<td>SH</td>
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<tr>
<td>The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.</td>
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<tr>
<td>The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.</td>
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## Standard

### D. Financial Resources

#### Planning

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

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

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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.

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#### Fiscal Responsibility and Stability

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

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

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

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Institutional responses to external audit findings are

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<tr>
<td>comprehensive, timely, and communicated appropriately.</td>
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<tr>
<td>The institution’s financial and internal control systems are evaluated</td>
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<td>and assessed for validity and effectiveness, and the results of this</td>
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<tr>
<td>assessment are used for improvement.</td>
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<tr>
<td>The institution has sufficient cash flow and reserves to maintain</td>
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<tr>
<td>stability, support strategies for appropriate risk management, and,</td>
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<td>when necessary, implement contingency plans to meet financial</td>
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<td>emergencies and unforeseen occurrences.</td>
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<tr>
<td>The institution practices effective oversight of finances, including</td>
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<td>management of financial aid, grants, externally funded programs,</td>
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<tr>
<td>contractual relationships, auxiliary organizations or foundations, and</td>
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<tr>
<td>institutional investments and assets.</td>
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**Liabilities**

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<tr>
<td>The level of financial resources provides a reasonable</td>
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<tr>
<td>expectation of both short-term and long-term financial solvency</td>
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<tr>
<td>When making short-range financial plans, the institution</td>
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<tr>
<td>considers its long-range financial priorities to assure financial</td>
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<tr>
<td>stability. The institution clearly identifies, plans, and</td>
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<tr>
<td>allocates resources for payment of liabilities and future</td>
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<tr>
<td>obligations.</td>
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<tr>
<td>The institution plans for and allocates appropriate resources</td>
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<tr>
<td>for the payment of liabilities and future obligations, including</td>
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<tr>
<td>Other Post-Employment Benefits (OPEB), compensated absences, and</td>
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<tr>
<td>other employee related obligations. The actuarial plan to</td>
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<tr>
<td>determine Other Post-Employment Benefits (OPEB) is current and</td>
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<tr>
<td>prepared as required by appropriate accounting standards.</td>
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<tr>
<td>On an annual basis, the institution assesses and allocates</td>
<td>P</td>
<td>N</td>
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<tr>
<td>resources for the repayment of any locally incurred debt</td>
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<tr>
<td>instruments that can affect the financial condition of the</td>
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<tr>
<td>institution.</td>
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<tr>
<td>All financial resources, including short- and long-term debt</td>
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<tr>
<td>instruments (such as bonds and Certificates of Participation),</td>
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<tr>
<td>auxiliary activities, fund-raising efforts, and grants, are</td>
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<td>used with integrity in a manner consistent with the intended</td>
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<tr>
<td>purpose of the funding source.</td>
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</table>
The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

**Contractual Agreements**

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

Revised February 2016

**Standard IV: Leadership and Governance**

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

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<th>Standard</th>
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<tr>
<td><strong>A. Decision-Making Roles and Processes</strong></td>
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</table>

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.
**Standard**

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<td>procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.</td>
<td>SH</td>
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<tr>
<td>Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.</td>
<td>SH</td>
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<tr>
<td>Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.</td>
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<tr>
<td>Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.</td>
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<tr>
<td>The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.</td>
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<tr>
<td>Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
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**B. Chief Executive Officer**

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<th>B. Chief Executive Officer</th>
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<tr>
<td>The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</td>
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<tr>
<td>The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity.</td>
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<tr>
<td>CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.</td>
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<tr>
<td>Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:</td>
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<tr>
<td>- establishing a collegial process that sets values, goals, and priorities;</td>
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<tr>
<td>- ensuring the college sets institutional performance standards for student achievement;</td>
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<td>- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;</td>
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<td>- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;</td>
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<tr>
<td>- ensuring that the allocation of resources supports and improves learning and achievement; and</td>
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<tr>
<td>- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</td>
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<tr>
<td>The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.</td>
<td>SH</td>
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<tr>
<td>The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.</td>
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<tr>
<td>The CEO works and communicates effectively with the communities served by the institution.</td>
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<tr>
<td><strong>C. Governing Board</strong></td>
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<td>The institution has a governing board that has authority</td>
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<tr>
<td>over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)</td>
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<tr>
<td>The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.</td>
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<tr>
<td>The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.</td>
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<tr>
<td>The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.</td>
<td>P</td>
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</tr>
<tr>
<td>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>S</td>
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<tr>
<td>The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.</td>
<td>P</td>
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<tr>
<td>To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.</td>
<td>P</td>
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<tr>
<td>The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</td>
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<tr>
<td>Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.</td>
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**D. Multi-College Districts or Systems**

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

The district/system CEO clearly delineates, documents,
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<td>and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.</td>
<td>P</td>
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<tr>
<td>The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.</td>
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</tr>
<tr>
<td>The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.</td>
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<td>SH</td>
</tr>
<tr>
<td>District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</td>
<td>SH</td>
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</tr>
<tr>
<td>Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
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Revised February 2016
Certification of Eligibility Requirement Compliance

Accredited institutions are expected to include in their Institutional Self Evaluation Report evidence and documentation demonstrating continued compliance with the Eligibility Requirements for initial accreditation. In this section, the College separately addresses Eligibility Requirements 1, 2, 3, 4, and 5 as required. The College has used the suggested format in Appendix F of the Manual. The remaining Eligibility Requirements (16 through 21) are addressed and embedded directly in the institution’s response to the Evidence of Meeting the Standard and Analyses and Evaluation sections of the accreditation standards. Cross-walked eligibility requirements are called out in the body of the narrative and footnoted where relevant.

1. Authority

The College is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Governing Board of the San José City Community College District as stipulated in Board Policy 1100.

The San José Evergreen Community College District was approved by the voters in 1963 as the San José Junior College District and renamed the San José Evergreen Community College District in 1975.

The College was first accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) in 1953 and has been fully accredited since that time.

The College has the authority to award degrees and certificates under the auspices of the California Community College Board of Governors and Title 5 of the California Administrative Code and the California Education Code.

Supporting Evidence

California Community College Chancellor’s Office College Detail - SJCC
Board Policy 1100

Conclusion

The College has continually complied with Eligibility Requirement 1, Authority. The College is authorized and licensed to operate as a post-secondary educational institution in the State of California to award degrees as required by each of the jurisdictions or regions in which it operates.

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2 See, ACCJC Manual for Self-Evaluation (October 2015)
2. Operational Status

The College was founded in 1921 and is part of the San José Evergreen Community College District established in 1963. The College was originally called San José Junior College and operated in downtown San José, California. San José Unified School District took over the College’s operation in 1953 from San José State College, moving it to its present location. The name changed to San José City College in 1958.

The College was first accredited in 1953 and has maintained continuous accredited status ever since. Students are enrolled full and part-time in credit programs.

All courses offered are published in a separate schedule of classes, posted College’s website, and set forth in the College Catalog.

Supporting Evidence

Enrollment history 2013-15
SJCC Fall 2016 Schedule of Classes

Conclusion

The College has continually complied with Eligibility Requirement 2, Operational Status. The institution is operational, with students actively pursuing its degree programs.

3. Degrees

As of spring 2016, the College offers 47 academic and 28 career technical program areas that lead to degree and certificate completion. All associate degrees require at least 60 units and include a general education component as well as concentration within a major (See standard II.A.5; II.A.12, and II.A.13).

Students who enroll on a full-time basis can complete the requirements in two academic years.

The College also offers eleven Associate Degrees for Transfer (ADTs).

The College Catalog lists all requirements for the associate Degrees—including Associate of Arts (A.A.), Associate of Science (A.S.), and Associate Degrees for Transfer (A.A-T or A.S-T). Information on graduation unit requirements, competency expectations, residence, and course descriptions are also included in the Catalog.

Information about the California State University General Education requirements, the Intersegmental General Education Transfer Curriculum (IGETC) pathways, and the College general education pathways are also included in the College Catalog.

In 2015, the College conferred 594 associate degrees and 405 certificates.
Supporting Evidence

*2015-16 College Catalog, chapter 6*
*Degrees awarded in programs 2012-15*

Conclusion

The College has continually complied with Eligibility Requirement 3, Degrees. A substantial number of the College’s educational offerings are programs that lead to associate degrees, and a significant proportion of its students are enrolled in them. At least one degree program is two academic years in length.

4. Chief Executive Officer

The Governing Board hires the president as a full-time employee of the College as outlined in Board Policy 2431. (See Standard IV.B). Per Board Policy 2430, the District appoints a Chancellor to oversee the entire district. Per Administrative Procedure 2430, Delegation of Authority delegates the authority of the Chancellor to establish procedures and practices to meet the board policies; College operations are delegated to the President. The Board of Trustees approves the President/Chief Executive Officer of San José City College. The President/Chief Executive Officer of the College is Dr. Byron Clift Breland, approved by the Board on May 13, 2014. Dr. Breland possesses the requisite authority to administer the policies, procedures, and regulations as set forth by the Chancellor, the Board of Trustees, the California Education Code, the Board of Governors of California Community Colleges, and all state and federal regulations and law. This authority includes ensuring compliance with policies and regulations concerning distance education delivery.

Supporting Evidence

*Board Policy 2430*
*Board Policy 2431*
*Administrative Procedure 2430*
*Board Meeting Agenda and Minutes – May 13, 2014*

Conclusion

The College has continually complied with Eligibility Requirement 4, Chief Executive Officer. The institution has a Chief Executive Officer appointed by the governing Board and has a duly appointed Chancellor to administer the Board policies. The President’s full time responsibility is to the College, and the President possesses the requisite authority to carry out all relevant duties and responsibilities. Neither the district/system chief executive officer nor the institutional chief executive officer serves as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.
5. Financial Accountability

Each year, the College undergoes an external financial audit performed by a certified public accountant (See Standard III.D). The auditor employs generally accepted accounting principles when reviewing the College. The College’s Audit Report is presented and reviewed annually to the Governing Board, and the College takes any necessary actions. The annual audit includes an audit of internal controls and state and federal compliance. Full detailed information about the college operations are set forth in Standard III.D.

The College operates within its funding allocation formula as determined by the District in order to fulfill its institutional mission and ensure fiscal stability. All funds are carefully allocated, tracked, and documented per generally accepted accounting principles. The College annually undergoes an external financial audit performed by a certified public accountant. The College has been allocated funds that adequately support the current and future needs of its distance education courses and program.

The College is in compliance with the federal expectations and requirements under Title IV.

Conclusion

The College has continually complied with Eligibility Requirement 5, Financial Accountability. The College annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are Title IV eligible must demonstrate compliance with federal requirements.

Supporting Evidence

2014-2015 SJECCD Adopted Budget
2015-2016 SJECCD Adopted Budget
06-30-14 SJECCD Financial Report
06-30-15 SJECCD Financial Report
Student loan default rates 2010-2012
Certification of Institutional Compliance with Commission Policies and Federal Regulations

As part of the self-evaluation process, San José City College examined, reviewed, and evaluated its continued compliance with the ACCJC policies. To prepare for the evaluation of the policies and federal regulations, the College reviewed the Accreditation Reference Handbook, the Manual for Institutional Self Evaluation, the Guidebook for Evaluating and Improving Institutions as well as Commission correspondence concerning existing policies and the development of new policies.

Under the ACCJC provisions, there are three types of policies under the ACCJC standards:

1) Policies Embedded in the Accreditation Standards;
2) Policies Requiring Separate Coverage; and
3) Policies Relevant to the Accreditation Process.¹

For policies embedded in the standards, the College has provided specific references and evidence of compliance within the Evidence of Meeting the Standard sections of the standards.² For the policies relevant to accreditation process, the College similarly noted compliance specifically in in other standards as appropriate, particularly in Standard IC on Institutional Integrity. Finally, for the policies requiring separate coverage, the College has prepared the following section to demonstrate both continued policy compliance and evidence of meeting the federal requirements of the Commission Checklist. The section mirrors the checklist itself and is designed to facilitate the Commission’s review and the visiting team’s efforts to verify compliance.

Checklist for Evaluating Compliance with Federal Regulations and Commission Policies

The Accrediting Commission for Community and Junior Colleges (ACCJC) has created a checklist for evaluating compliance with the federal regulations and commission policies. To guide the Commission and the visiting team in reviewing this compliance, the College has addressed these policies throughout the narrative; however, highlights and evidence of compliance are presented here.

<table>
<thead>
<tr>
<th>Public Notification of an Evaluation Team Visit and Third Party Comment [Regulation Citation: 602.23(b)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution has made an appropriate and timely effort to solicit third-party comment in advance of a comprehensive evaluation visit.</td>
</tr>
<tr>
<td>• San José City College provided community members and internal stakeholders the opportunity to make third-party comments about the self-evaluation visit through three alternative delivery methods: via the Internet, in writing, and in person.</td>
</tr>
<tr>
<td>• Individuals have been encouraged to file their comments in writing, signed, and accompanied by affiliation with a return address and telephone number.</td>
</tr>
<tr>
<td>• The College President will notify the community, faculty, staff, administrators, and</td>
</tr>
</tbody>
</table>
students in person and in writing through his email messages to the campus and it is posted on the college website with a feedback form available for the community to leave comments or suggestions.

- Eligibility Requirement 21.
- See response to Standards I.C.5 and I.C.12.

The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.

- The College has not been informed of any third-party comments and remains ready and able to work with the visiting team and with the Commission should any third-party comments of concern come to light.
- Eligibility Requirement 21.
- See response to Standards I.C.5 and I.C.12.

The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment.

- The College has provided the correct link to the College constituent groups and to the community at large so that third-party comment can be made. Information is linked to the ACCJC form for easy completion.
- The President of the College, as the institution’s chief executive officer, has led in meeting this expectation to notify the public in sufficient time for adequate comment before the Commission deadline of receipt no later than five weeks before the scheduled Commission consideration or meeting.
- Eligibility Requirement 21.
- See response to Standards I.C.5, I.C.12, and IV.B.

Conclusion
The College complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment.

The College has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

Standards and Performance with Respect to Student Achievement
[Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.
- The College has determined and established institution-set standards at the College level.
- Successful course completion is one of the measures of analysis; Successful Course Completion is also a target under the California Institutional Effectiveness Partnership Initiative (IEPI).
- The College has also set standards of institutional performance for other measures including job placement rates and licensure passage.
- The institution-set standards were set and established using the College’s participatory governance process with faculty input.
- The College established the Ad Hoc Committee on Institutional Set Standards
- Eligibility Requirement 11.
- See response to Standard I.B.3.

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

- The first iteration of institution-set standards at the program level was a review of examination pass rates in programs for which students must pass licensure examinations in order to work in their fields of study.
- Based on this examination, discussions occurred in the Academic Senate and the College Governance Council.
- Institution-Set Standards for program completions were established and being included in program review for the 2016-2017 academic year.
- Eligibility Requirement 11.
- See response to Standard I.B.3.

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources, and to make improvements.

- The College assesses progress in fulfilling its mission and meeting the goals and outcomes of its Educational Master Plan and Strategic Plan.
- The Strategic Planning Committee and the College Advisory Council evaluate and discuss the College’s performance on the goals and outcomes and makes recommendations to other College committees.
- Further, the student performance measures are being incorporated into program planning.
- Eligibility Requirement 11.
- See response to Standards I.B.3, I.B.5.

The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.
- Student performance metrics are included in Program Review and unit evaluations, and questions guide units to consider reasons for underperformance in various areas.
- Programs are evaluated on the extent to which they have aligned with the College’s strategic plan, analyzed student performance, and used the results of learning assessment for programmatic improvement.
- Student performance indicators are incorporated into program review. They become part of the College’s overall continuous improvement efforts.
- Eligibility Requirement 11.
- See response to Standards I.B.3, I.B.5.

Conclusion

The College has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

Credits, Program Length, and Tuition

[Regulation Citation: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)]

Credit-hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

- The College conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of student learning for an associate degree.
- Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor’s Office and are published in its Program and Course Approval Handbook.
- SJCC as a College and through the District has in place written policies and procedures to determine a credit hour that generally meets commonly accepted academic expectations.
- All programs and courses are approved under the California Education Code and administrative regulations promulgated there under the Academic Senate, in cooperation with the State Academic Senate, has established a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid.
- Board Policies codify minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum.
- The Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum 60-unit requirement.
- Eligibility Requirements 9, 10, and 12.
- See response to Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12
The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

- SJCC as a College and through the District has in place written policies and procedures to determine a credit hour that generally meets commonly accepted academic expectations.
- All programs and courses are approved under the California Education Code and administrative regulations promulgated there under the Academic Senate, in cooperation with the State Academic Senate, has established a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid.
- Board Policies codify minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum.
- The Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.
- Eligibility Requirements 9, 10, and 12.
- See response to Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, and II.A.12.

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

- Tuition at the College is a uniform rate per unit with additional fees for labs where relevant or appropriate. Otherwise, tuition is consistent.
- Eligibility Requirement 11

Any clock-hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.

- The College does not offer clock-hour based courses.
- See response to standard II.A.9.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

- The College conforms to a commonly accepted minimum program length of 60 semester credit hours or 90-quarter credit hours awarded for achievement of student learning for an associate degree.
- Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor’s Office and are published in its Program and Course Approval Handbook.
- SJCC as a College and through the District has in place written policies and procedures for determining a credit hour that meets commonly accepted academic expectations.
- All programs and courses are approved under the California Education Code and administrative regulations promulgated there under. The College Academic Senate, in cooperation with the State Academic Senate, has established a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid.
- Board Policies codify minimum accepted program length for associate degrees as 60
semester units of course credit in a selected curriculum.
- The Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.
- Eligibility Requirements 9, 10, and 12.
- See response to Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, and II.A.12.

**Conclusion**

The College complies with the Commission Policy on Institutional Degrees and Credits.

The College has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

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**Transfer Policies**

**Transfer policies are appropriately disclosed to students and to the public.**
- Board policies on the transfer of credit are available on the SJECCD website.
- Administrative regulations on the transfer of credit are available on the SJECCD website.
- The College Catalog describes the evaluation process and the necessary forms for students to complete the process are included on the College website and are available in person.
- The College website provides students with the Transcript Evaluation Application Form and a list of approved Transcript Evaluation Agencies. Students are encouraged at every stage in the process to meet with a counselor and transcript evaluators for evaluation.
- Eligibility Requirement 20.
- See response to Standard II.A.10.

**Policies contain information about the criteria the institution uses to accept credits for transfer.**
- District policies of courses awarded as credit to satisfy degree requirements from an accredited institution by either the U.S. Department of Education or the Council on Postsecondary Accreditation. Administrative regulations comprehensively specify the policies and criteria for the transfer and award of credit between the College and other institutions of higher learning and define the guidelines for acceptance of degree-applicable coursework completed at other Colleges and for military service transfer credit.
- Board policy establishes the criteria for acceptance of upper division coursework to meet associate degree requirements and policy on the use of upper-division coursework to satisfy Transfer Curriculum (IGETC or CSU GE).
- Eligibility Requirement 20.
- See response to Standard II.A.10.
The institution complies with the Commission Policy on Transfer of Credit.

- To evaluate and grant transfer credit, College faculty, counselors, students, and staff use a common articulation system (ASSIST) to determine course-to-course articulation for general education and major requirements.
- The California State Chancellor’s Office Course Identification Numbering System (C-ID) is used to articulate the SJCC courses with the California State University system and streamline transfer between institutions.
- College counselors and transcript evaluators use the Transfer Evaluation System (TES) database for coursework taken within institutions of higher education in the United States.
- Eligibility Requirement 20.
- See response to Standard II.A.10.

Conclusion
The College complies with the Commission Policy on Transfer of Credit.

The College has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

Distance Education and Correspondence Education
[602.16(a)(1)(iv), (vi); 602.17(g); 668.38]

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

- The College oversees and supports online instructional programs and support services including online, hybrid, and web-enhanced instruction for both credit and non-credit classes.
- The dean supports professional development for the College’s learning management system to enhance online, hybrid, and on-campus instruction.
- All class offerings, regardless of delivery mode, follow the same course outline of record (COR).
- Discipline faculty in academic programs complete Program Review, which includes success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery.
- See SJCC’s approved Substantive Change Proposal for Distance Education
- Eligibility Requirements 9, 15, and 17.
- See response to Standard II.A.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework...
and completing examinations, and interaction with the instructor is initiated by the student as needed.

- All class offerings, regardless of delivery mode, follow the same course outline of record (COR).
- Discipline faculty in academic programs complete program review, which includes success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery.
- Dialogue about success in online courses takes place during faculty meetings and in discussions between faculty department leads, the deans, and the vice president of instruction.
- Student Services departments review program efficiency and effectiveness with the delivery of online support as part of the discussions.
- See SJCC approved Substantive Change for Distance Education
- Eligibility Requirements 9, 15, and 17.
- See responses to Standard II.A and II.C.

<table>
<thead>
<tr>
<th>The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The College uses a learning management and data management system for online, hybrid, and web-enhanced classes. The College provides secure login for both faculty and students. Students are authenticated through the SJECCD student information system.</td>
</tr>
<tr>
<td>- See SJCC Approved Substantive Change for Distance Education.</td>
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<tr>
<td>- Eligibility Requirements 9, 15, and 17.</td>
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<tr>
<td>- See response to Standard III.C.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- SJCC has a fully interactive web presence and distance learning program that assures that the online infrastructure, financial, student, and academic support are present and ready for future needs and advancements.</td>
</tr>
<tr>
<td>- See SJCC Approved Substantive Change for Distance Education.</td>
</tr>
<tr>
<td>- Eligibility Requirements 9, 15, and 17.</td>
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<tr>
<td>- See responses to Standard III.C.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The College oversees and supports online instructional programs and support services, including online, hybrid, and web-enhanced instruction for both credit and non-credit classes.</td>
</tr>
<tr>
<td>- The dean supports professional development for the College’s learning management system (insert correct name of LMS) and effective strategies to enhance online learning.</td>
</tr>
<tr>
<td>- All class offerings, regardless of delivery mode, follow the same course outline of</td>
</tr>
</tbody>
</table>
Conclusion
The College complies with Commission Policy on Distance Education and Correspondence Education.

The College has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

Student Complaints
[Regulation Citations: 602.1(a)(1)(ix); 668.43]

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.

- Board policies and administrative procedures are accessible online at the District’s website under the Board of Trustees link.
- Board Policy 5500 (Standards of Student Conduct), Administrative Procedure 5520 (Student Discipline Procedures), and Administrative Procedure 5530 (Student Rights and Grievances) define key terms for the complaint process (e.g., complaint and discrimination) and use terms under federal and state laws and the categories of discrimination. In addition to prohibited discrimination, other student complaints and grievances are described in administrative procedures promulgated under the rules which are available online at the District’s website.
- To facilitate the complaint process, the Board policies and administrative procedures on complaints are found in the College Catalog. In the Catalog, the key components of the procedures and processes are explained, such as, Student Grievance Procedure, Student Discipline, Grade Complaints, and Student Right-to-Know.
- The language in the Catalog describes the purpose of student grievances and directs a student to contact appropriate College personnel.
- The forms for generating a student grievance are also on the College’s website.
- Eligibility Requirement 21.
- See response to Standard II.C.

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

- The student complaint files for the previous six years (since the last comprehensive evaluation) are available to the site team for review.
- Eligibility Requirement 21.
- See response to Standard II.C.
The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.

- The College remains prepared for any questions that the team members may have about the complaint files, procedures, or policies.
- Eligibility Requirement 21.
- See response to Standard II.C.

The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

- The College lists all of the required information from the ACCJC on the College’s main accreditation webpage.
- The College lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution, and identifies links for any student complaints. The College lists the contact information for complaints to the SJECCD and the California Community College Chancellor’s Office.
- Eligibility Requirement 21.
- See response to Standard II.C.

The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

- Board policies and administrative procedures are accessible on the College’s website under the Board of Trustees link.
- Board Policy 5500 (Standards of Student Conduct), Administrative Procedure 5520 (Student Discipline Procedures), and Administrative Procedure 5530 (Student Rights and Grievances) define key terms for the complaint process (e.g., complaint and discrimination) and use terms under federal and state laws and the categories of discrimination. In addition to prohibited discrimination, other student complaints and grievances are described in administrative procedures promulgated under the rules which are available online at the District’s website.
- To facilitate the complaint process, the Board policies and administrative procedures on complaints are found in the College Catalog.
- The language in the Catalog describes the purpose of student grievances and directs a student to contact appropriate college personnel. The forms for generating a student grievance are also on the College’s website.
- Eligibility Requirement 21.
- See response to Standard II.C.

Conclusion

The College complies with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

The College has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- Integrity is assured through having multiple people across the college review major documents such as the catalog and class schedule. College subject matter experts review publications and advertising pertaining to a specific area.
- The College Catalog accurately provides the College’s official name, address, telephone numbers, and website addresses. These are also provided in the class schedule. The Catalog also provides the College mission statement, purpose and objectives, and entrance requirements and procedures. These can also be found in the class schedule and the Admissions and Records webpages.
- The Catalog is revised and reissued every year, and the class schedule is published twice per year (fall/spring and summer). Inaccuracies and ambiguities are corrected promptly with errata noted.
- College staff and faculty who are well versed in the College admissions procedures and programs handle student recruitment.
- Eligibility Requirement 21.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

- The College ensures all publications and advertising disseminated to the public are clear, accurate, and free of any misrepresentations. All documents and webpages are reviewed for accuracy and completeness.
- The use of the term “accredited” is used only in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation on Accredited Status. It is stated accurately and fully in a comprehensive statement that identifies the accrediting body by name. No program is referred to as “this program is accredited” unless it has a specific accreditation, such as the Dental Hygiene or Cosmetology program.
- Eligibility Requirement 21.

The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

- The College lists all of the required information from the ACCJC on the College’s main accreditation page.
- The College lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution and identifies a link for any student complaints.
- The College lists the contact information for complaints to the SJECCD and the California Community College Chancellor’s Office.
- Eligibility Requirement 11.
- See response to Standard I.C.

Conclusion
The College complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.
The College has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

### Title IV Compliance
[Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.17 et seq]

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

- The College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.
- The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education’s Federal Student Aid assessment guide. Financial Aid Office staff also attends regular conferences, workshops, on site, and web training offered by the US Department and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations.
- The most recent audit of the SJCC programs was during the 2014-2015 award year. The results were no findings and no recommended corrective action plans.
- Eligibility Requirement 5.
- See response to Standard III.D.15, III.D.15.2, and II.C.

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

- The USDE has not identified any issues with the College’s Financial Aid procedures and processes.
- Eligibility Requirement 5.
- See response to Standard II.C, III.D.15.

The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

- The College’s default rates on student loans fall within the acceptable range under federal guidelines and parameters.
- According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to the loss of the Direct Loan Program and/or Federal Pell Grant Program. The College’s
three-year cohort default rates were (2010-26.1%, 2011-14.1%, 2012-17%)
- 2010-2012 is the most current data available.
- Cohort default rates of colleges may be queried from the US Department of Education’s website.
- Eligibility Requirement 5.
- See response to Standard III.D.15.

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
- The College’s contractual relationships to offer and receive educational, library, and student support services are appropriate for an institution of higher education. The District coordinates purchase of subscriptions for both campuses with the Community College Library Consortium of California, and the College renews formal membership agreements on an annual basis.
- Contracting practices and agreements support the College mission, goals, and priorities and are in compliance with board policies and administrative regulations.
- District polices ensure the integrity of such agreements.
- Purchasing practices are reviewed as part of the annual audit and Program Review processes.
- This review includes statistical testing of expenditures for contracts. There have been no exceptions cited for contractual agreements with external agencies.
- Eligibility Requirement 5.
- See response to Standards I.B.5, II.B.1, II.B.4, and III.D.16.

The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.
- The College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.
- The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education’s Federal Student Aid assessment guide. Financial Aid Office staff members also attend regular conferences, workshops, on site and web training offered by the US Department and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations.
- The College has designated personnel with signing authority for contracts and such contracts include details regarding the work to be performed or the services to be provided, the period of the agreement, and delineate responsibilities for the College and the contracted organization.
- The most recent audit of the SJCC programs was during the 2015-2016 award year. The results were no findings and no recommended corrective action plans.
- Eligibility Requirement 5.
See response to Standards III.D.15, III.D.16.

Conclusion
The College complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

The College has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
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Standard I.A. Institutional Mission and Effectiveness

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

Evidence of Meeting the Standard

Introduction

The San José City College Mission Statement demonstrates the College’s commitment to student learning and success. Importantly, the mission serves as the pivotal document for the creation of College’s goals, plans and processes and is the foundation for all of the College’s programs and services.

The College’s commitment to student achievement and learning are memorialized in two seminal documents: the Mission and the Vision. The mission is written in present terms and highlights the fundamental purposes of the institution, identifying the awards offered, the students served, and the pathways available. Figure 1 displays the current College mission, effective May 2016.

Figure 1

Importantly and per BP 1200, the College mission is mapped to the San José Evergreen Valley Community College District Mission 4 and the California Community Colleges mission (Appendix B: California Education Code 66010.4 (a)(1)).

The District Board Policy 1200 (Mission Statement) provides direction for the College. It informs all College personnel of the College’s purpose, its raison d’etre. All other decisions and actions flow from the College’s mission. The vision statement is written from a future-based perspective and communicates the aspirations of the institution – what the College strives to become. The role of the vision is to inspire and give direction to faculty, staff, and administration.

The mission and vision statements are reviewed and updated as necessary through a process carried out by the College Advisory Council with a recommendation for approval by the President. Once approved it is presented to the Board for review and approval. The current mission and vision statements were approved by the College Advisory Council on April 15.

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3 Eligibility Requirement 6 Compliant. Mission with Purpose Associated to Higher Education
4 Eligibility Requirement 6 Compliant. Appropriate to Higher Education and the Constituency it Seeks to Serve.
2016 and forwarded to the President, who approved it and placed it as an action item on the Board of Trustees agenda. The Board of Trustees approved the mission statement on May 10, 2016.

The Integrated Planning Model is a critically important document for the College as it clarifies the educational vision of the College and demonstrates the connections between the mission, Board policies, and the strategic plan in the support of student learning and holistic student development. The document includes a crosswalk of the Board goals for student success (BP 1250) and the core values (BP 1400) with the goals, objectives, and activities listed in the strategic plan (pp. 36-45). Each of the values and goals are directly tied to the College’s mission.

Broad Educational Purpose

San José City College is a comprehensive, open community college chartered by the San José Evergreen Community College District, and operating under the California Community Colleges. As a result, the College’s mission is multi-function in nature and includes:

- The first two years of a baccalaureate study (transfer pathway)
- The pursuit of an associate’s degree as an educational objective, especially in career and technical education fields
- The completion of career and technical education in a variety of pathways to meet the workforce needs of regional and state businesses and employers Catalog Chapter 6: Degrees and Certificates
- Pre-collegiate, basic skills education for the large number of first generation students, second language learners and those who enroll unready to produce collegiate level work.
- Noncredit education as part of the Silicon Valley Adult Education Consortium and second language acquisition

Intended Student Population

As an open access, public post-secondary institution in the State of California, the College’s intended population includes:

- High school graduates seeking pre-collegiate or general education curriculum for degree completion or transfer to four-year institutions, distance education students
- Students returning to school long absences and/or raising families
- Individuals entering or re-entering the workforce pursuing job skills or CTE degrees and certificates to prepare for the emerging economy
- Veterans and their families improving their professional and personal skills
- Second language learners seeking essential life and academic English skills
- Life-long learners

Consistent with its role as a California Community College and its mission, the College offers a wide variety of courses and programs for all students. As they enter the College, these students fall into one, two, or all three of the following categories: students needing
assistance with foundational skills such as pre-college level reading and writing or mathematics, students pursuing career technical education, and students intending to transfer to a college or university to earn a bachelor’s degree.

Types of Degrees and other Credentials

The College offers degrees and certificates and other awards appropriate for a two-year institution. Degrees include Associate of Arts and Associate of Science degrees, and Associate of Arts and Associate Degrees of Science for Transfer (AD-Ts) to the California State University system. As of spring 2016, the College offers eleven Associate Degrees for Transfer. The College does not offer any baccalaureate degrees. Certificates available to students are focused on career technical education fields for immediate employment after graduation. The College also offers basic skills courses, primarily in the areas of reading, writing, ESL, and mathematics. All of the degrees, certificates, and programs are described in the College Catalog, Chapter 6.

Commitment to Student Learning and Achievement

The purpose of College is to maximize student leaning and success for the community it serves. In this way, student competency development and achievement of key milestones, both momentum point measures and terminal awards, is at the heart of the work the College performs.

Learning. The College examines the competencies, skills and knowledge gained by students who attending the College. A detailed discussion of the course outcomes and analysis is included in Standard II.A.3-5. Student learning is also in non-classroom environments and in the student success pathway (See Standard II.C.2). The College also examines learning in the program and general educational pathway (See Standards II.A.9, II.A.10 and II.A.12). The College has defined general education outcomes as the institutional learning outcomes, and students who pursue certificates are provided the outcomes at the institutional level through embedded course assessments and capstone experiences (See Standard II.A.11). As a result, the knowledge and competencies are assessed in all segments of study or activity through measurable learning outcomes at the institutional, program, degree, and course levels. The College has a Student Learning Outcomes and Assessment Committee (SLOAC) that oversees the efforts of assessing learning at the institution (See Standard II.A.3).

Achievement. In addition to examining student learning, the College examines the success of students at recognized completion points, including successful course completion, certificates and degrees, licensure examination passage, and other similar measures. Student achievement data is collected and shared in a variety of ways including in equity analysis, as part of program review, in the strategic planning measures, in grants, in the California Scorecard, in the Institutional Effectiveness Partnership Initiative (IEPI) evidence, Institution-Set Standards, in strategic planning metrics, and through strategic and other initiatives at the College. The College has established Institution-Set Standards that are

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5 See ACCJC Glossary, Definition of Student Learning
reviewed annually and are available on the College website (See Standard I.B.3). The standards are shared with the College constituencies through the College Advisory Council and other appropriate committees such as the Program Review Committee (See Standard I.B.4).

Analysis and Evaluation

The College meets the standard. The mission accurately describes the College’s broad educational purposes as a community college, and the College provides essential qualitative and quantitative data (see charts in Introduction) about its intended student population, types of degrees and certificates offered, and its commitment to student learning and achievement. The faculty and administration use data to drive the Program Review process, which guides decision-making and resource allocation decisions based on evidence. As a California community college, the College offers the degrees and awards in line with two-year institutions as set forth by State of California regulations. Learning analysis takes place at the course, program, and institutional levels and in student support services, including the library. Importantly, the College coordinates all of its efforts on the skills and competencies needed in college and after matriculation (student learning) and on the attainment of recognized educational milestones which form the basis of success after college (student achievement). The Institution-Set Standards and the IEPI standards are shared through College committees but could be more broadly communicated and discussed via the creation of a College Office of Institutional Effectiveness.

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

Supporting Evidence

San José City College Mission Statement
BP 1200
California Education Code 66010.4 (a)(1)
Integrated Planning Model
Catalog Ch 6: Degrees and Certificates
Student Learning Outcomes and Assessment Committee (SLOAC)
California Scorecard
Institutional Effectiveness Partnership Initiative (IEPI) evidence
Strategic Planning Metrics
Data to drive the Program Review

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

The College has a culture of using evidence and data to determine how effectively it is accomplishing its mission. The data and evidence establishes whether the mission directs the College's priorities in meeting the educational needs of students.

Institutional Commitment

The culture of evidence is based on the foundation of the institution’s researcher. The campus researcher delivers valuable and user-friendly data, reports, and presentations to the College administration, faculty, staff, and students. The researcher has the capacity and capabilities to provide data and information that is pertinent to short and long range planning and decision making, institutional effectiveness and accountability, student learning outcomes, student success and achievement, program review, and federal and state mandated reports. The College uses both quantitative and qualitative data and communicates the findings in a variety of formats in such areas as SSSP, student equity and program review. The researcher trains faculty and staff to interpret data at professional development workshops, at committee meetings, and one-on-one meetings.

As further evidence of institutional commitment to research and data, the College researcher will report directly to the College, and the College is in the process of developing a job description for and hiring a Dean of Institutional Effectiveness and Research.

The College uses evidence to inform decision-making, measure progress on the mission, and set key strategic goals and directions of the College. The Strategic Planning Committee reviews the strategic plan and reports to the College Advisory Council, which makes recommendations to the President. The College has a campus-based researcher who provides key reports to the committees and program leaders and also helps with interpreting the findings for College action. In addition, the researcher and the District Institutional Effectiveness Office disseminates data and information relevant to short and long range planning and decision making, institutional effectiveness and academic quality, student learning outcomes and student achievement, program review, grant reporting and federal and state-mandated data requirements (see Standard I.B.3, Standard I.B.4).

Direct Connection to the Mission

The use of data is connected to the mission through the Program Review process and strategic planning efforts. Key data include metrics associated with “primary mission” via the Institution-Set Standards; general education outcomes assessment including course, program, and institutional outcomes; data for grants and initiatives, such as Student Success and Support Program (SSSP); data for the Student Equity Plan; and measures for statewide accountability initiatives.

The assessment of equitable outcomes for all, the reduction of disproportionate impact, and the increase of educational opportunity are at the forefront of the College’s practices. In the Program Review process, data is disaggregated to assess success and achievement gaps for specific student populations. The College has completed student success and equity plans to scrutinize the impact that orientation, placement, assessment, the development of education plans, and counseling have on students.
**Data to Set Institutional Priorities**

*Program Review* informs the annual *budget development* and is the primary means by which the Finance Committee sets institutional priorities connected to the mission statement. The Finance Committee also prioritizes resource requests by utilizing established criteria and rubrics that undergo periodic review for refinement and improvement.

The College uses data to determine whether its practices meet the educational needs of the diverse student population. The College relies on the College researcher and the Vice Chancellor of Institutional Effectiveness and Research to gather, analyze, and interpret data. The research office distributes important data to College personnel through various College plans and supports faculty, administration, and staff in gathering and understanding critical information relevant to the College's priorities. The data is integral to Program Review, and resource allocation decisions are made based on the analysis of data.

In order to provide closer and more real-time access to institutional analysis of mission-related data, the decision was made to change the reporting relationship of the campus based researcher position. Originally, the position reported to the Vice Chancellor of Institutional Effectiveness and Student Success. This reporting structure presented the problem of the focus of data analyses being on District-level priorities, rather than College-level priorities. With the reporting relationship being at the College, the level of analysis will be more focused on what the College needs. This change took place in the summer of 2016.

The College has established *Institutional-Set Standards* for vital measures such as course completion, degree and program completion, job data such as licensure examination pass rates, and gainful employment rates and learning modalities. The measures of institutional performance are appropriate to guide self-evaluation of institutional priorities as well as innovation and improvement. Performance results are shared throughout the College with all constituent groups (see Standard I.B.3). Additionally the College shares institutional effectiveness by an annual presentation to the Board of Trustees.

**Analysis and Evaluation**

The College meets the standard. The College has established policies, procedures, and practices that evaluate student learning, success, and achievement. The College uses quantitative and qualitative data to set College priorities, develop program plans, and make determinations about requests for resource allocations for improving College wide practices. Learning and achievement data are used and disaggregated to close gaps. The College regularly uses data and feedback for mission review and annual validation for integrated planning and resource allocation decisions. The change in the reporting structure of the campus-based researcher (from a District to College administrator) will increase the College's access to just in time analysis. This change, combined with the creation of a College Office of Institutional Effectiveness, will provide more opportunities for the intentional use of integrating data in the College planning processes, assessing the College's Mission and improving institutional effectiveness and student learning.

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

Professional Development workshops  
Institution- Set Standards  
Program Review  
Budget Development

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

Evidence of Meeting the Standard

The College uses Program Review as its process to ensure programs and services are aligned with its mission. The institutional mission guides decision-making, planning, and resource allocation. The information included in Program Review is used to inform institutional goals for improving student learning and achievement.

Program and Support Alignment

The College engages in a robust and vibrant Program Review process that considers the College mission and directs programs and services to look at learning and achievement as criteria in the development of College plans. The plans are aligned with the mission and the strategic goals as set forth in the Strategic Plan. Program Review focuses on program performance in terms of student learning and student success, including attention to key student subpopulations based on the College’s diversity (see Standard I.B.5). These discussions flow from the mission’s goals of improving lives, inspiring success, and providing a supportive and excellent learning environment for the College’s students. Programs review and reflect on their impact and effectiveness so that improvements can be made to better meet the College’s mission. The mission alignment extends to all programs and departments within academic affairs, student services, and administrative services (see II.B.3 and II.C.2, IIIA, IIIB, IIIC and IIID).

The alignment with the mission covers all programs and departments, particularly instruction, instructional support, and student services programs that clarify how they link to and fulfill the College’s mission Counseling Program Review; Dental Assisting Program Review (see II.B.3 and II.C.2).
**Making Decisions Planning, and Allocating Resources**

The College’s mission guides College-wide integrated planning and decision-making and resource allocation and informs institutional goals for student learning and achievement. As explained through the Strategic Plan: Integrated Planning and Resource Allocation Handbook, the College has a robust integrated planning cycle.

The mission informs institutional goals for student learning. The College’s general education outcomes express a commitment to student learning at the larger level for degree-seeking students and certificate and CTE students.

The College Advisory Council ensures that resource allocation decisions concerning equipment, software, technology, and budget augmentations reflect the College mission and are distributed in accordance with the College's plans to achieve that mission. The CAC membership incorporates vital members of the college administration, faculty, and classified staff, including the Vice President of Academic Affairs, the Academic Senate President, and financial staff.

**Analysis and Evaluation**

The College meets the standard. The College programs and services are connected to the educational purposes of the College and the intended student population the College serves. Programs and services at the College address the needs of first generation students, second language learners, traditional transfer pathway students, and those needing support to complete transition to college-level work. The mission drives all institutional-level planning and resource allocation. The College has regular and ongoing processes in place to ensure the programs and services are in alignment with the mission and the strategic plan, including Program Review. Program Review requires that all units conduct an annual review of programs and services for all students enrolled, including a review of regional needs.
Through the self-evaluation process, the College determined that incorporating Institution-Set Standards into Program Review and holding programs accountable to meet those standards would benefit the College’s effectiveness.

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

**Supporting Evidence**

*Integrated Planning and Resource Allocation Handbook*

*Integrated planning cycle*

*CAC 04-15-15 Resource Allocation*

*CAC 04-15-15 Mission Statement*

*CAC membership*

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

**Evidence of Meeting the Standard**

The College articulates its mission in a widely published statement approved by the District governing board. The campus community periodically reviews and updates, as necessary, the College mission statement.

*Widely Published Mission and Vision Statement*

The Mission and Vision statements of the District and the College are widely publicized. They are published in the [College Catalog](#), prominently placed on the [College website](#), and posted throughout District locations. Importantly, the mission statement is visible within all College plans and planning processes, directly or by reference. Examples of these references include the [Student Equity Plan](#) and the [Strategic Plan](#).

*Regular Mission and Vision Statements Review for Currency and Relevance*

The mission and vision statements are reviewed and updated as necessary through a process carried out by the College Advisory Council with a recommendation for approval by the President. Once approved it is presented to the Board for review and approval. The current mission and vision statements were approved by the College Advisory Council on April 15, 2016 and forwarded to the President, who approved it and placed it as an action item on the Board of Trustees agenda. The Board of Trustees approved the statement on May 10, 2016.

Pursuant to [Board Policy 1200](#) (See Standard I.A.4-5), as the District evaluates and revises the District mission statement, the College also evaluates and revises its mission statement as necessary. In the past three years, the College, through the College Planning and College Advisory Committee, has reviewed the mission statement twice, once in 2013 and again in
The College’s previous mission statement (adopted by the College Planning Council and in effect from May 8, 2009 to May 10, 2016) directly addressed the College’s broad educational purposes and its commitment to student learning and student achievement. While it did not explicitly address the College’s intended student population nor the types of degrees and other credentials it offers, those were contained in the narrative that is typically presented with the mission statement.

Previous 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.”

Previous Vision Statement Narrative:
“Our Mission aligns with our Vision statement, “Inspiring Success…One Student at a Time” as well as the Vision statement of the San José Evergreen Community College District, that “By the year 2017, SJECCD becomes the premier institution for advancing opportunity, equity, and social justice for everyone through education excellence”.

To fulfill our commitment to student success and assist students of all ages and background in achieving their education, employment, and life-long learning goals, SJCC offers 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

Below is the College’s current mission statement (adopted by the College Advisory Council and in effect from May 2016 to the present). The current mission statement directly addresses the College’s broad educational purposes, intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.
Current Mission Statement (May 10, 2016)

“The mission of San José 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, and life-long learning by awarding certificates and associate degrees to eligible students taught in a multicultural environment where student achievement and successful learning are highly valued, supported, and continually assessed.”

Current Vision Statement Narrative (May 10, 2016)

“The Vision of San José City College is to be a premiere educational institution of excellence through:

• The guiding principles of opportunity, equity, social justice, and open, equitable access for student success and achievement;

• An exceptional learning environment that challenges and empowers students through teaching excellence, robust student support programs, innovation, and state-of-the-art technologies that prepare students with the knowledge, relevant transferrable skills, creativity, ethics and values to succeed and thrive in a dynamic healthy global environment;

• A culture of inquiry and evidence that is characterized by the commitment of faculty staff and students to be accountable for learning excellence through the assessment of measurable and meaningful learning outcomes to increase learning, and to inform data-driven decisions that foster adaptability in programs and services.”

(https://www.sjcc.edu/discover-sjcc)

Analysis and Evaluation

The College meets the standard. The College broadly shares the mission with students, faculty, staff, administration, and the community it serves via the Internet, and literature about programs and services. In addition, the mission statement is located on the College website; in rooms on campus; in the annual report to the community; and in important documents such as the College catalog, and planning documents. Mission revisions are made to keep the mission current and relevant. This process results in improvements to the mission that fosters key dialogue about the direction of the College. Through the process of the self-evaluation it became apparent that although reviewing the College mission statement is included in the charge of the College Advisory Council (CAC), that responsibility is not codified, including the frequency with which the CAC is to review the mission statement. This realization supports the need for administrative procedures specific to the College, as addressed in the Quality Focus Essay.

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

College Catalog
College website
Student Equity Plan
Strategic Plan
College Advisory Council 04-15-16
SJECCD Board Policy 1200
SJECCD BOT 05-10-16 Minutes
Standard I.B. Assuring Academic Quality and Institutional Effectiveness

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

Evidence of Meeting the Standard

The College employs a robust system of participatory governance that provides a framework for a sustained and substantive dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement, pursuant to the College mission. The College structures its dialog through Professional Development Days activities; workshops; department meetings; division meetings; Academic Senate meetings; and regularly scheduled meetings of organizational committees and councils, including the Student Learning Outcomes Assessment Committee and the Program Review Committee.

Dialog about Student Outcomes: Academic

The faculty is committed to the meaningful and ongoing assessment of student outcomes. Through the Program Review process, each academic program completes a Program Review every year per the four-year cycle of three annual reviews followed by a comprehensive review See Comprehensive Program Review Schedule.

The Academic Affairs Comprehensive Program Review Form contains the following questions to prompt conversations regarding learning outcomes:

- How do the Program Student Learning Outcomes (PSLOs) align with San José City College’s General Education Learning Outcomes?
- In what capacity have your program and course SLOs been mapped? Please provide three examples of how the course SLOs map to the Program SLOs.
- Indicate how program and course-level Student Learning Outcomes (SLOs) are assessed on a regular basis.
- How have Student Learning Outcome (SLO) assessments and program data been utilized to improve instruction in the program? Please share one or two success stories about the impacts of SLO assessment on student learning.

Further dialog about the use of data to determine the success of student outcomes takes place during the learning outcomes assessment process, when faculty discuss results of the assessments. Recommendations made by instructors regarding the success or areas of focus of the learning outcomes are then incorporated into planning for improvements to the course or program via the Program Review process. For the past three years, the District Office of Institutional Effectiveness and Student Success (IESS) has contributed to campus Professional Development Days by providing a presentation on how to find and use data. The purpose of these meetings is to ensure a collective understanding of the common definitions
used in collecting data on student success. At the annual Deans Academy, the leadership at both campuses meet to discuss, among other things, cycles of assessment to improve student learning. In 2015, the Deans Academy included a discussion about Program Review and how to utilize the new tools in the Colleague Reporting and Operating Analytics (CROA). In addition, the deans participated in a discussion about student educational planning. Each year, the IESS office participates in the Deans Academy with the goal of continuous dialogue about the use of data. As a result of these discussions, the deans (through the office of Academic Affairs provided a list of Standing Reports to the IESS that the deans would find useful in their daily operations, for enrollment management, and planning. These reports are being developed and are then made available in CROA.

Dialog about Student Outcomes: Student Services

Discussions about student learning and achievement also take place in the Student Services areas, including counseling, enrollment and financial services, support programs, and student life.

Programs and offices in Student Services have developed program student learning outcomes and service area outcomes. Following the four-year assessment cycle, the areas assess the outcomes, identify needed changes and resource requests, set goals, and modify the outcomes as needed. In addition, the Student Services areas talk about student pathways when developing and revising the Student Success and Support Plan (SSSP).

Dialog about Student Outcomes: Administrative Services

Likewise, all administrative areas complete Program Reviews following the same cycle as academic programs and Student Services. These include Facilities, Campus Technology and Support Services, and Business Services. Additionally, all academic divisions and the Office of Academic Affairs complete an annual program review of its respective offices using Service Area Outcomes in the Administrative Services program review forms, following the same cycles and procedures as academic and student services programs. The Program Review document for Administrative Services includes the assessment and modifications of Service Area Outcomes, setting and updating goals, identifying needed changes, and resource requests.

Dialog about Student Equity

The dialog about student equity is generated from the Student Equity and Success Committee, which reports directly to the College Advisory Council.

In January 2015, the Student Equity and Success Committee published the SJCC Student Equity Plan 2015-16. This plan identifies the target groups (subpopulations) of at-risk students and discusses goals and plans to assist these groups. Using campus-based research data on access, course completion, ESL and Basic Skills completion, and degree/certificate completion, the committee created a Goals and Activities rubric with four main goals that correspond to the data gathered, activities related to achieving those goals, the expected
The dialog about academic quality involves reviewing and assessing the mission statement, which is done by assessing the Key Performance Indicators. The Key Performance Indicators (KPIs) identify College-wide measures of effectiveness that help the College to assess progress in meeting the Strategic Goals and in fulfilling the mission of the College. In May of 2014, the Strategic Planning Committee held an expanded retreat to modify the KPIs to align with State collected data. In the Fall 2014 semester, the campus community selected six KPIs as the most urgent to address and continued by proposing various strategies for that work. The mission is also measured through the accomplishment of the Institution-Set Standards, which are currently being reviewed and updated by a taskforce assembled by the Academic Senate and Vice President of Academic Affairs. Data and evidence from Program Reviews and Student Learning Outcome reports also provide indicators for the fulfillment of the College’s mission. The Comprehensive Program Review forms for all programs contain a question about how the program’s Student Learning Outcomes or Service Area Outcomes align with and support the College’s mission and/or GE Student Learning Outcomes (GESLOs, aka ISLOs).

As the body representing the faculty in the participatory governance structure, the Academic Senate is very involved in the dialog about academic quality. The dialog about the quality of the academic curriculum is based in the Instructional Policies and Curriculum Committee (IPCC), which reports to the Academic Senate. The IPCC oversees and approves the College’s instructional policies and curriculum for both traditional and online courses. The Academic Senate may question the process but not the curriculum decisions of the IPCC. Dialog takes place between faculty who are developing or revising curriculum and programs, their area deans, members of the IPCC, the Academic Senate and the Board of Trustees.
The Distance Education (DE) Committee is another Academic Senate committee actively involved in the discussions on student learning and achievement. Its charge is to develop policies and promote practices that contribute to the quality and growth of distance education at the College. The parties involved in this committee are faculty and administrators. The DE Committee has completed the Distance Education Plan, as well as a Distance Education Faculty Handbook, a resource for faculty teaching online. At its recommendation, the Academic Senate approved the adoption of the Online Education Initiative’s (OEI) Standards for Online Education. The committee also developed a faculty evaluation form for online courses, which is slightly different from the form for traditional classes. The committee has made changes to the student evaluation to add language specific to distance education, such as frequency of faculty-student contact. A detailed discussion of the difference between the DE and traditional modes is included in the College’s Substantive Change Proposal approved by the Commission in February 2016. Further dialog regarding the academic quality of basic skills courses is the purview of the Basic Skills Initiative (BSI), which also reports directly to the Academic Senate. The charge of the BSI is to assist basic skills and ESL students to achieve levels of success by providing ongoing information and support to faculty, staff, and administration based on best practices and research driven data. To meet this goal, the Basic Skills Initiative Committee meets on a regular basis to make recommendations to the Academic Senate related to the planning, implementation, assessment, and funding of the projects and goals related to the Basic Skills Initiative. In short, the faculty, staff and administrators are committed to the continuous improvement of student learning and achievement.

The Dialog about Institutional Effectiveness

The dialog about institutional effectiveness is campus-wide. In terms planning for ongoing institutional effectiveness, the dialog takes place in the Strategic Planning Committee (SPC) and the College Advisory Council (CAC). The purpose of the SPC is to ensure that the College’s strategic planning process is sound, collaborative, evidence-based, and sustainable, and that the Strategic Plan guides decision-making and activities that support improvement of institutional effectiveness and student learning and success. This purpose is consistent with the Sustainable Continuous Quality Improvement level in the Accrediting Commission's planning rubric.

The charge of the College Advisory Council is to counsel and to make recommendations to the President in matters that involve and affect the College as a whole, to include recommendations from standing college committees and recommendations from other campus groups or councils formed to study specific topics or issues affecting the campus at large. As the primary College council, the CAC serves as the umbrella group for the various participatory governance committees on campus and will bring forward to the President its recommendations, as appropriate, for consideration and implementation. The objective of the CAC is to disseminate critically important information, to ensure open communication, to promote genuine involvement before and while decisions are made, and to provide for inclusive participation of all campus constituencies.
Analysis and Evaluation

The College meets the standard as it employs a robust system of participatory governance that provides a framework for a sustained and substantive dialog. First, dialog occurs at campus-wide activities such as Professional Development Days in which faculty, staff, and administrators engage in dialogs about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Second, at on-going department and division meetings, topics relevant to student success, student equity, academic quality, and program improvement are discussed. Next, the Academic Senate meets biweekly to work on all issues related to academics and is very involved in the development and assessment of courses, programs, degrees, and certificates. Finally, organizational committees and councils, such as the Program Review Committee, the Student Success and Equity Committee, and the College Advisory Council, address specific issues that impact student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

In summary, the College has structures and systems in place to ensure a continuous and substantive dialog. An overall assessment of communication processes would help build on what the College already practices.

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

Supporting Evidence

Comprehensive Program Review Schedule
Academic Affairs Comprehensive Program Review Form
PDD Agenda, Thursday 8.27.15
Deans Academy
Comprehensive Program Review Form Student Affairs 15_16
Student Success and Support Plan
Program Review document for Administrative Services
SJCC Student Equity Plan 2015-16
SJCC Student Equity Plan, pp 20 – 34
Umoja
Puente
Key Performance Indicators
2015-17 Integrated Planning and Resource Allocation Handbook
SPC expanded retreat
Institution-Set Standards
Distance Education Plan
Distance Education Faculty Handbook
AS Approved Minutes March 1, 2016
Faculty evaluation form
Student evaluation
College’s Substantive Change Proposal
BSI Committee Meeting Notes
I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

The College has established policies and procedures in place to ensure that all instructional programs and student learning support services define and evaluate student learning outcomes. Board Policy 4020 outlines the structure of curriculum development and the role of the Academic Senate. As a subcommittee of the Academic Senate, the Instructional Policies and Curriculum Committee has the responsibility to ensure that a comprehensive, coherent curriculum is offered by the College appropriate to its mission. It is charged with reviewing and approving curriculum within the parameters of Title 5 standards for course development including Course Outlines of Record that include title, description, content, SLOs, methods of instruction and evaluation, grading, assignments, textbooks, and articulation if appropriate. The established institutional processes for course development are outlined in the document Program and Course Approval Handbook from the California Community College Chancellor’s Office.

The College evaluates the competencies in skill and knowledge gained by students while at the College. The knowledge and competencies are expressed at the course, program and GE/Institutional levels. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met.

As part of the curriculum development process, all courses must have defined student learning outcomes that are linked to program learning outcomes through mapping in TracDat. These learning outcomes apply to all sections of the course regardless of modality. Course outlines are stored in CurricuNet. The curriculum form in CurricuNet has a section for entering student learning outcomes and the methods by which they will be assessed. In TracDat, all course student learning outcomes are defined for every course, and all program learning outcomes are defined for every program. The process for evaluating courses and programs through assessment of student learning outcomes is defined in the document SJCC: Timelines and Reporting Form, created by the Student Learning Outcomes Assessment Committee. The steps include identifying SLOs for the program and course, developing a grid to demonstrate alignment between Course, Program, Degree and General
Education SLOs, identifying at least one direct or indirect measure to be used for assessment of one outcome, and performing assessment through gathering data. Once the assessments are complete, the next steps are to review the data and summarize the strengths and weaknesses of the program or courses based on these assessments; create assessment plans and timelines for program or course improvement, including date of recommended next assessment of the same SLO; and then implement assessment plan.

**Assessment Cycle**

Student Learning Outcomes (SLOs) are assessed on a regular schedule. One SLO per course is assessed each semester, one Program Learning Outcomes is assessed per program each semester, and one General Education Outcome is assessed at the end of each semester by the Student Learning Outcomes Assessment Committee. Appropriate methods of evaluation are used as assessment of student achievement of SLOs. Distance education assessments follow the same guidelines as traditional mode of instruction. The results are evaluated and discussed by the appropriate faculty members in order to improve instruction to further student success. The assessments of SLOs are coordinated with updates to the Course Outline, completed every four years and with the completion of the Comprehensive Program Review, completed every four years. All Program level SLOs are to be assessed during this cycle. Full-time faculty lead instructors enter the information on the SLO assessments into TracDat, a software application that provides academic and non-academic departments with a mechanism for managing their assessment information.

Currently the College has limited desegregated data as it relates to course and program student learning outcomes assessment. Specifically, the current version of TracDat, utilized by the College, lacks the ability to sort data by gender and ethnicity. As such, by spring 2017, the College will have in place the CurriCUnet SLO Module; this module will facilitate the compiling of disaggregated data on SLO assessments. The newly created position of Dean, Institutional Effectiveness, to be hired Fall 2016, will be responsible for leading this process, under the guidance of the Vice President of Academic Affairs. By utilizing current professional development opportunities through the Professional Development Center, Professional Development Days and ongoing workshops throughout the academic year, faculty will be provided training opportunities regarding desegregating data for SLOs.

Non-credit courses are being developed to serve as a bridge into College level coursework for remedial students; these courses will follow the same development processes as credit courses.

The process for evaluating academic programs is defined by the Program Review Committee in the 2015-2016 Annual Program Review Form and Instructions and the 2015-2016 Comprehensive Program Review Form and Instructions. These documents provide the purpose and function of Program Review and the structures for completing the reviews. Program Review is either annual or comprehensive depending upon where the department, program, or service falls on the program review cycle. Program Review allows for analyzing the College’s instructional, instructional support, student services, and administrative services areas to identify the following: strengths and weaknesses; solutions to weaknesses;
how each has achieved or is aligned with College strategic goals; and the equipment, staff, and facilities needs for budget requests. In addition, the Program Review includes the status on the development and assessment of student and program learning outcomes. Certificates and degrees are evaluated when they are developed or revised.

The Board has adopted Board Policy 5050.2 on the topic of student success and directed general fund budget resources to support efforts to improve success rates. The College has launched several academic and student support services initiatives to promote greater student success; some of these initiatives are included in the SSSP Plan. These initiatives are in addition to the support services listed in Chapter VI.B, Scan of Conditions Internal the Educational Master Plan (EMP). Some of these efforts are the result of planning activities described in EMP Chapter II, Context for the Educational Master Plan.

Basic Skills Learning

The College has several interventions coordinated through its Basic Skills Initiative (BSI) Committee to support students in basic skill levels. BSI resources have funded some of the activities while others have been funded through the Student Equity Plan budget and/or the Student Support Services and Program (SSSP) Plan funding. The more recent interventions include inside and out-of-class tutoring from the Reading and Writing Center and a math textbook loan service. Previously there was collaboration with the HSI Title V grant through the implementation of the Avanzamos Program. Tutoring has now been extended to the ESL laboratory. Training for all tutors in the Reading and Writing Center has been upgraded through instruction and certification provided by the International Tutor Training Program offered through the College Reading and Learning Association. The new student orientation process, which includes an online orientation, continuously undergoes evaluation and modifications to improve services (see Standard II.C). ESL advisement has been revised to be co-conducted with counselors and ESL faculty. Examples of projects by BSI include, textbook purchases that have been set up as a library loan program for basic skills students.

Furthermore, a workshop series of three required sessions was developed for academically disqualified students. Students on academic probation are strongly encouraged to attend the workshops. The English and reading faculty are conducting a trial experience with an accelerated composition curriculum redesign. Supplemental instruction has been initiated and expanded in basic skills math courses. A direct-push college success strategy is now conducted in basic skills English composition courses. During the summer of 2014, an Acceleration Workshop and Assessment pilot was conducted in which composition course placements were made based on the scores earned on the American College Testing (ACT) COMPASS placement exam and an evaluation of a writing sample. Most placements were higher than would have been only using the COMPASS exam results. English faculty members have reviewed the basic skills migration behavior of students and are now pursuing the research question, “Why do successful students not persist in the curriculum sequence?” Math faculty members have also explored how placement cut scores are assigned and used. Some who teach elementary algebra have engaged in an experiment to trace the impact of traditional instruction versus selected best practices pedagogies. The math department has
developed a five-year strategic plan based on their research to locate evidence-driven ideas that have produced greater student success in the basic skills curriculum.

New basic skills faculty are invited to a three day Summer Learning Institute to discuss best practices that can lead to student success. The workshop participants also learn about the different resources and services available to students. These workshops have been funded for three summers. Participation has grown from 15-22, with a Wait List. Participants complete assessment forms.

Basic Skills funding has been allocated for basic skills faculty to participate in OnCourse training for learner-centered and student success principles. During the past two summers, basic skills faculty have attended these workshops and have adopted and implemented the student success principles in the courses they teach.

The Student Affairs faculty and staff have joined their academic faculty counterparts in the efforts to improve student success and have undertaken several efforts. Currently, they are aggressively engaging students to complete a Student Education Plan. They are piloting the use of the Datatel student educational plan and the degree audit software. In spring 2015, they launched a pilot of the Early Alert software program. For new students, an effort is underway to promote engagement in communities of career interests so that groups of students can bond with others around common career fields of study. Counseling faculty completed a three-day On-Course workshop organized around student success principles and a learner-centered approach to teaching. Subsequently, they revised all of the counseling course materials. Counselors are also beginning to plan for linked courses with academic faculty members. The linked courses would include the GUIDE 130, College Success course, a basic skills math or English course, and one course in the student’s career field. Enrollment Services personnel and counseling faculty continue to offer the “Super Saturday” strategy to efficiently and effectively outreach to high school seniors who are prospective students for the College. They also jointly host the Male Summit to encourage young men of color to consider attending the College.

Distance Education

The established policies and institutional processes that guide the development and evaluation of courses and programs offered in distance education mode are largely the same as for traditional courses in terms of course development through the Instructional Policies and Curriculum Committee and evaluation through SLO assessment and Program Review. State regulations regarding quality standards of the traditional classroom being applied to distance education (Section 55372 Course quality standards) states, "The same standards of course quality shall be applied to distance education as are applied to traditional courses in regard to the course quality judgments made pursuant to the requirement of Section 55002 of this Part, and in regard to any local course quality determination or review process." There are some differences in that faculty must fill out a Distance Education Supplement form in CurricUNET for all DE courses, including hybrid courses. The form includes questions about DE methods of instruction, manner in which lab content is presented, DE contact methods, methods of evaluation, and accommodations for students with disabilities.
As mentioned earlier, the Distance Education Committee has developed a Distance Education Plan and a Distance Education Faculty Handbook, and has worked diligently to promote the expansion and improvement of Distance Education at the College. The Senate and College Advisory Council have reviewed the DE Committee proposals and the DE Plan in order to promote integration with other plans at the College.

The College has had neither a long nor strong history of offering distance education instruction through the Internet. Internet-based instruction was not offered prior to fall 2011. From fall 2011 to fall 2014, online instruction has only represented 6.5 percent of the FTES generated while non-distance education instructional methods accounted for 93.5 percent of the FTES.

Discipline expertise or teaching knowledge in the field of DE is used for establishing quality in DE courses through the initiative of the individual instructors. In February 2016, the Academic Senate voted to adopt the following rubric delineating Instructor Requirements for Distance Education:

Starting Spring 2016:

- Participate in one professional development activity per regular academic semester (fall and spring) related to Distance Education (i.e. on-campus workshop on a specific feature of Moodle, an off-campus DE conference, a PDD session on online learning/features, Webinar session) and demonstrate prior successful experience in teaching online course(s) at SJCC or another similar institution for a minimum of four semesters/sessions in the previous three years; OR
- Completed at least two courses in online teaching from @One Teaching Certification Program or equivalent online teaching programs from regionally accredited institutions.

Starting Spring 2018:

- Complete at least four courses in online teaching from @One Teaching Certification Program or equivalent online teaching programs from regionally accredited institutions AND
- Participate in at least one professional development activity per regular academic semester related to Distance Education (i.e. on-campus workshop on a specific feature of Moodle, an off-campus DE conference, a PDD session on online learning/features, Webinar session).

The Academic Senate has adopted the Online Education Initiative’s Standards for Quality Teaching Online, a set of 10 comprehensive standards. The DE program is now part of "Cohort Two" of the OEI. Other areas of improvement to the program include establishing a systematic evaluation process for DE courses and moving to Canvas as the online course management system. The College is partnering with Evergreen Valley College and the District Office to provide Canvas training. The College is using NetTutor; the DE Committee is considering piloting NetTutor, a 24-hour multi-discipline tutoring service subsidized by the
OEI, and WorldWideWeb, a platform that can be used to council and/or tutor students online that is paid for by the Office of Institutional Effectiveness. Since the College is not migrating to CANVAS until spring 2017, the College is fully adopting Net Tutor on the previously stated migration date.

**Analysis and Evaluation**

The College meets the standard as it has established policies and procedures in place to ensure that all instructional programs regardless of location or means and student learning support services define and evaluate student learning outcomes. First, student learning outcomes are clearly defined in all courses approved by the IPCC according to the procedures outlined in the *Program and Course Approval Handbook*. Second, the College utilizes the TracDat software for reporting Course Student Learning Outcomes and Program Student Learning Outcomes assessments every semester. Next, the College has a well-established Program Review process for all instructional courses and programs that incorporates data from the SLO assessments as well as disaggregated data to evaluate student learning. Further, in order to improve student learning, the College provides several interventions for at-risk students through the Basic Skills Initiative and other programs such as the Avanzamos program. The Student Affairs faculty is also actively involved in supporting students in defining and reaching their educational goals. Lastly, the College has a growing Distance Education program that defines and evaluates student learning outcomes. The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

Though the College has made tremendous progress in the area of defining and assessing student learning and achievement, there are areas that could be improved. Currently, the processes of curriculum development, student learning outcome assessment and Program Review are separate, which leads to redundant work and lack of continuity. Distance Education has been the topic of discussion by the IPCC, the Strategic Planning and Distance Education committees. This issue is being addressed through the migration of student learning outcomes assessment reporting and the Program Review process to CurricuNET over the fall 2016 and spring 2017 semesters, which will provide a more robust and meaningful process of assessing and improving programs and student learning. Next, the College will focus more attention and resources on Distance Education, which is the fastest growing method of instruction at the College. Developing a cohesive, campus-wide system for evaluating DE instruction and courses that includes training of administrators and administrative assistants, and evaluating the DE program as a whole to determine how best to improve it, has been discussed at length by the Distance Education committee. The procedures developed for DE should be included in the Mission-based Decision Making and Operational Manual (see Quality Focus Essay). To this end through the efforts of the Distance Education Committee the College has develop a more defined and coherent DE plan review process. Additionally the addition of a new Dean with responsibilities to oversee Distance Education will give more administrative support for Distance Education at the College.
The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

**Supporting Evidence**

- Board Policy 4020
- Instructional Policies and Curriculum Committee
- Course Outlines of Record
- GESLO Assessment Reports
- PSLO mapping
- Active Courses with Rev Dates
- Curricunet SLOs
- SJCC: Timelines and Reporting Form
- Student Learning Outcomes Assessment Committee
  (SLOA Handbook V2, May 2016)
- Assessment cycle
- 2015-2016 Annual Program Review Form and Instructions
- Comprehensive Program Review Form and Instructions
- IPRA pg.15
- Board Policy 5050.2
- SSSP Plan
- Chapter VI.B. Scan of Conditions Internal
- Context for the Educational Master Plan
- Student Equity Plan budget
- Student Support Services and Program (SSSP) Plan funding
- Online orientation
- Projects by BSI
- Workshops for Probation workshop schedule students
- Acceleration Workshop and Assessment pilot
- Math & Science strategic plan
- Summer Learning Institute
- DESI Reports
- OnCourse
- Student Education Plan
- GUIDE 130
- Super Saturday
- Male Summit
- Distance Education Supplement
- Distance Education Plan
- Distance Education Faculty Handbook
- SJCC Educational Master Plan p. 74
- AS Minutes February 16, 2016
- Academic Senate Minutes, May 19, 2015
- Online Education Initiative’s Standards for Quality Teaching Online
I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

In response to U.S. Department of Education requirements and ACCJC expectations, the College has established a series of Institution-Set Standards for student achievement that reflect the College’s mission. These Institution-Set Standards are assessed yearly and published in the annual report to the ACCJC and in the Educational Master Plan. For 2015, those performance standards are reflected in the table below. The Institution-Set Standards are across the entire institution, and each measure has an expected measure of performance. Course completion is identified as one of the elements of student success.

SJCC Institutional Set Standards, 2015 per the Annual Accreditation Report

<table>
<thead>
<tr>
<th>Student Achievement Institutional-Set Standard Topic</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Course Completion Standard</td>
<td>73%</td>
</tr>
<tr>
<td>Successful Course Completion, Fall 2014</td>
<td>71%</td>
</tr>
<tr>
<td>Completion of Degrees and Certificates Per Year Standard</td>
<td>1041</td>
</tr>
<tr>
<td>Completion of Degrees Per Year Standard</td>
<td>582</td>
</tr>
<tr>
<td>Completion of Certificates Per Year Standard</td>
<td>455</td>
</tr>
<tr>
<td># of Students Who Received a Degree or Certificate in 2013-14</td>
<td>1021</td>
</tr>
<tr>
<td># of Students Who Received a Degree in 2013-14</td>
<td>571</td>
</tr>
<tr>
<td># of Students Who Received a Certificate in 2013-14</td>
<td>446</td>
</tr>
<tr>
<td># of Students Who Transfer to a 4-year Institution Per Year Standard</td>
<td>142</td>
</tr>
<tr>
<td># of Students Who Transferred to a 4-Year School in 2013-14</td>
<td>139</td>
</tr>
<tr>
<td>Does The College Have Certificate Programs That Are Not CTE</td>
<td>yes</td>
</tr>
<tr>
<td>If yes, Please Identify them</td>
<td>CSU GE Breadth; IGETC</td>
</tr>
<tr>
<td># of Career-Technical Education Certificates and Degrees</td>
<td>74</td>
</tr>
<tr>
<td># of Career-Technical Education Certificates and Degrees That Meet Employment Standards</td>
<td>3</td>
</tr>
<tr>
<td># of Career-Technical Education Certificates and Degrees For Which The College Has A Standard for Licensure Passage Rates</td>
<td>3</td>
</tr>
<tr>
<td># of Career-Technical Education Certificates and Degrees For Which The College Has A Standard for Graduate Employment</td>
<td>0</td>
</tr>
</tbody>
</table>
Other Standards Established By The College

<table>
<thead>
<tr>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>% of Students That Re-enroll Fall to Fall</td>
<td>67%</td>
</tr>
<tr>
<td>% of Student Who Complete a Course With A Grade</td>
<td>88%</td>
</tr>
<tr>
<td>% of Students Who Complete a Course With A Grade of &quot;C&quot; or better</td>
<td>67%</td>
</tr>
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</table>

The U.S. Department of Education and ACCJC have communicated their expectations that colleges will also monitor the licensure examination pass rates and job placement rates of program graduates. As of 2015, those rates are shown in the tables below.

<table>
<thead>
<tr>
<th>Program</th>
<th>CIP Code</th>
<th>Examination</th>
<th>Standard</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetology &amp; Esthetics</td>
<td>12.04</td>
<td>State</td>
<td>80%</td>
<td>82%</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>51.06</td>
<td>State</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>51.09</td>
<td>National</td>
<td>80%</td>
<td>82%</td>
</tr>
</tbody>
</table>

The tables above show that the College is not meeting all of the established Institution-Set Standards. While examination pass rates and job placement rates for CTE programs is above standard, the Successful Course Completion, Completion of Degrees and Certificates Per Year Completion of Degrees Per Year and the number of Students Who Transferred to a 4-Year School are below. The College has evaluated data about its performance with respect to goals it has established and the accountability framework used by the community college system (EMP pg. 106). The College has standards for student achievement performance at the program level, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

The College has joined with other community college statewide in the CTE Employment Outcomes Survey (CTEOS), which provide data about job placements for students in CTE programs. The College also uses Labor Market Information data from Centers of Excellence.
and EDD. Licensure is completed through each individual department’s program review and external accreditation.

The College has adopted a goals framework in response to recently enacted legislation (Education Code section 84754.6) that has required the Board of Governors for the California Community Colleges to adopt a goals framework that will encourage improvement in institutional effectiveness. The statute also required that, as a condition of receiving Student Success and Support Program funds, each college must develop, adopt, and post a goals framework that addresses the following four areas: (1) student performance and outcomes, (2) accreditation status, (3) fiscal viability, and (4) programmatic compliance with state and federal guidelines. In accordance with this mandate, the College has adopted the following required and optional goals:

**Educational Master Plan**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Performance and Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful Course Completion</td>
<td>73.3%</td>
<td>71.8%</td>
<td>71.3%</td>
<td>70.1%</td>
<td>67.7%</td>
<td>67.9%</td>
<td>68.9%</td>
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<tr>
<td>Fiscal Viability &amp; Programmatic Compliance with State and Federal Guidelines</td>
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<td></td>
</tr>
<tr>
<td>District Fund Balance</td>
<td>7.0%</td>
<td>7.0%</td>
<td>16.4%</td>
<td>14.6%</td>
<td>11.9%</td>
<td>11.1%</td>
<td>6.3%</td>
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<tr>
<td>District Audit Findings</td>
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<td>modified</td>
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<tr>
<td>Full-time Equivalent Students</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>6,602</td>
<td>6,907</td>
<td>7,401</td>
<td>8,258</td>
<td>8,292</td>
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<td>Accreditation Status</td>
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</tr>
<tr>
<td>Optional Goal Indicators</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Completion Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>College Prepared</td>
<td>74.5%</td>
<td>73.0%</td>
<td>72.5%</td>
<td>70.5%</td>
<td>65.4%</td>
<td>70.4%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Unprepared for College</td>
<td>32.6%</td>
<td>31.1%</td>
<td>30.6%</td>
<td>34.3%</td>
<td>33.3%</td>
<td>32.3%</td>
<td>31.6%</td>
</tr>
<tr>
<td>Overall</td>
<td>45.1%</td>
<td>43.6%</td>
<td>43.1%</td>
<td>44.5%</td>
<td>43.5%</td>
<td>45.0%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Remedial Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>27.0%</td>
<td>26.5%</td>
<td>25.0%</td>
<td>27.3%</td>
<td>25.6%</td>
<td>25.2%</td>
<td>22.2%</td>
</tr>
<tr>
<td>English</td>
<td>42.5%</td>
<td>40.5%</td>
<td>40.5%</td>
<td>43.1%</td>
<td>35.4%</td>
<td>34.4%</td>
<td>33.6%</td>
</tr>
<tr>
<td>ESL</td>
<td>22.8%</td>
<td>21.3%</td>
<td>20.8%</td>
<td>18.9%</td>
<td>16.2%</td>
<td>14.2%</td>
<td>18.6%</td>
</tr>
<tr>
<td>Career-Technical Education Rate</td>
<td>45.6%</td>
<td>44.1%</td>
<td>43.6%</td>
<td>47.5%</td>
<td>49.5%</td>
<td>45.4%</td>
<td>43.2%</td>
</tr>
<tr>
<td>Completion of Degrees</td>
<td>582</td>
<td>574</td>
<td>571</td>
<td>564</td>
<td>397</td>
<td>384</td>
<td>376</td>
</tr>
<tr>
<td>Completion of Certificates</td>
<td>455</td>
<td>574</td>
<td>446</td>
<td>310</td>
<td>220</td>
<td>190</td>
<td>251</td>
</tr>
<tr>
<td>District Fiscal Viability &amp; Programmatic Compliance with State and Federal Guidelines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary &amp; Benefits</td>
<td>85.0%</td>
<td>85.0%</td>
<td>87.1%</td>
<td>87.1%</td>
<td>88.5%</td>
<td>88.3%</td>
<td>87.6%</td>
</tr>
<tr>
<td>Annual Operating Deficiency</td>
<td>$0</td>
<td>$0</td>
<td>$2,579,902</td>
<td>$2,153,657</td>
<td>$384,006</td>
<td>$3,535,825</td>
<td>$1,427,083</td>
</tr>
<tr>
<td>Cash Balance</td>
<td>$30,000,000</td>
<td>$25,000,000</td>
<td>$27,051,663</td>
<td>$21,784,574</td>
<td>$14,874,245</td>
<td>$11,201,780</td>
<td>$5,702,447</td>
</tr>
</tbody>
</table>

EMP goals p121
Analysis and Evaluation

The College meets the standard as it has established a series of minimum student achievement performance standards (Institution-Set Standards) for student achievement that reflect the College’s mission and are assessed and published on a yearly basis. First, as part of the annual accreditation report, the College publishes its institution-set standards. Second, the College has adopted a goals framework as part of its Educational Master Plan in order to address shortfalls in performance.

While the College has Institution-Set Standards that are assessed and published yearly, improvements can be made in this area. First, the process by which Institution-Set Standards are defined needs to be codified and communicated. The College is currently using an ad-hoc committee of the Academic Senate to determine its priorities and set minimum expectations for student achievement in relation to the College mission. This will inform the ACCJC Annual Report and will be included in Program Review. The division deans with their respective departments will review the data to create action plans. The committee will review and revise the Institution-Set Standards to be sure they include expectations for course completion, licensing examination passage rates, and job placement rates. The committee will also review and revise standards of student performance for other indicators pertinent to the institution’s mission. Next, the College needs to create specific standards for Basic Skills and Distance Education. While there are currently no specific goals (Institution-Set Standards) and objectives for the effectiveness of these areas, the committee will include them in their work. The committee is in process of collecting data in order to establish the standards and raise awareness through Program Review and dean/department strategies. Lastly, the College needs to address the low performing standards. To that end, the College should develop and implement a plan pursuant to the goals framework. Part of that plan is to create an administrative position to lead the College’s efforts for increasing institutional effectiveness. Additional data is required to drill down into areas of concern for individual programs to determine what interventions can be implemented.

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

Supporting Evidence
Institution-Set Standards
EMP goals p121

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

Evidence of Meeting the Standard

The College has a thorough data collection system that includes data from the District Office of Institutional Effectiveness and Student Success, the State Chancellor’s Office (Scorecard,
Data Mart) and College itself (Datatel). In order to improve student learning and achievement, the assessment data is incorporated into College planning through Program Review and Strategic Planning. Through the use of data disaggregated by age, race, ethnicity, and gender, the campus-based researchers provide analyses of student outcomes on a regular basis. In partnership with the deans, the campus-based researchers perform analyses of student placement decisions based upon the Compass assessment and the correlation of student placement with subsequent success in relevant coursework. The District Strategic Plan includes indicators that track student progress on academic inputs (such as Compass assessments) and academic outcomes.

In addition, the Strategic Plan specifically indicates student success as the first and most important strategic goal. Within this goal are three objectives, one of which is to Improve Student Academic Outcomes. Along with the Vice President of Academic Affairs and the deans, the District researchers are responsible for continually assessing basic skills as well as General Education outcomes of students. Currently, the campuses are supported through ad hoc analyses by the campus-based researchers. The timeline for implementation of a systematic plan for cyclical review of both basic skills and general education is spring 2016.

The College has evaluated data about its performance with respect to established goals and the accountability framework used by the community college system. The State first introduced an accountability system for the community colleges in the late 1990s. At that time the Partnership for Excellence (PFE) established system-wide goals for performance in exchange for enhanced funding. By 2004, legislative action replaced the PFE initiative with the Accountability Reporting for Community Colleges (ARCC), which created college-specific reporting in addition to system-wide reporting. The framework approached the outcomes measures based on cohort analysis of students whose behavior defined their intentions. Although colleges were encouraged to develop their own goals for improvement on the outcome measures, no financial incentives or penalties were attached to performance. The College has set goals for improvement in the California Intuitional Effectiveness Partnership Initiative (IEPI) (See discussion of institution set standards, I.B.3)

Analysis and Evaluation

The College meets the standard. Through a combination of data collected from the State Chancellor’s Office, the District Office and the College database, the College is able to supply meaningful data, including disaggregated data and data on DE courses, for planning and review purposes. This data has led to an increased ability to target interventions toward at-risk students and create more effective Program Review and planning processes. Both the availability and quality of data used for Program Review have increased substantially since the last accreditation self-study. The addition of a campus-based researcher has been a tremendous help in achieving this progress. The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

While the College has made great progress in the area of data, there are areas for innovation and improvement. First, the data needs to be disaggregated further to show the needs of subpopulations, such as Veterans and Foster Youth. The College should also increase its
professional development activities in the area of data, including more workshops on how to understand and effectively use data. Effective communication between the College and District Office has been challenging at times with regards to data requests and the delivery of data/reports to the College that will be alleviated with the change in the reporting of the campus researcher to provide in-house data analyst as part of establishing a campus-based Office of Institutional Effectiveness. Lastly, the College should improve its internal data collection and disaggregation capabilities so that it can use such data more effectively to serve all of its students.

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

Supporting Evidence

Assessment data
District Strategic Plan
California Intuitional Effectiveness Partnership Initiative

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

Evidence of Meeting the Standard

As detailed earlier in this standard, the College has effective processes for Program Review, student learning outcomes assessment, and the evaluation of goals and objectives in order to improve student learning and achievement. The College has a cyclical Program Review process in place. As a key component to the Integrated Planning Process, all instructional, student services, and administrative areas are required to complete the Comprehensive Program Review cycle. Program Review allows for analyzing the College’s instructional, instructional support, student services, and administrative services areas to identify the following: strengths and weaknesses; solutions to weaknesses; how each has achieved or is aligned with College strategic goals; and the equipment, staff, and facilities needs for budget requests. In addition, the Program Review includes the status on the development and assessment of student and program learning outcomes (I.B.1 2015-2017 Integrated Planning and Resource Allocation Handbook pg. 15). As a key component of the integrated planning and resource allocation model, Program Reviews provide systematic, data-driven information that allows the College to examine the overall effectiveness of the institution. The Program Review process is designed to provide academic, student, and administrative areas the opportunity for review and assessment in relation to the College’s mission, vision, values, and performance indicators.

Moreover, the purpose of Program Review is to ensure appropriate resources are being allocated to facilitate ongoing improvement in meeting the evolving learning needs of
students and the community. All departments, programs, and services (cost centers) are expected to submit a Program Review each year. The Program Review identifies and justifies the budgetary needs of the respective cost center. Program Reviews must be validated and rated as proficient for budget requests to be approved. The college has a Resource Allocation Model in place that describes this process.

The instructional Program Review promotes integrated planning by requiring a discussion of how well the unit functioned and addressed the alignment with the College mission, how it has assessed student learning outcomes, and how it has conducted planning and program improvement. The final portion of the review provides an opportunity to discuss future needs and plans. The more recent instructional comprehensive Program Reviews were consulted in preparing the Educational Master Plan. Particular attention in instructional unit reviews was given to the responses about curriculum, facilities, and future needs. Student Services program review also includes consideration of statewide initiatives related to matriculation, now called SSSP and Equity Plans.

Institutional data and evidence are supplied to programs from the Office of Institutional Effectiveness and Student Success at the District Office and the campus-based researcher to the area deans and the programs. The data provided allows programs to answer questions such as:

- What were the enrollment trends for the previous four years (FTES, WSCH, # of Sections, Headcount, Seat count, Day/Evening, etc.)? Discuss how these trends impact your program.
- What were the student demographics of your program in the previous five years (student population served/demographics-age, gender, ethnicity, income, previous education, etc.)? Discuss how these demographics impact your program.
- What were the student retention, persistence and success rates for your program? Were there any significant differences by gender, age or ethnicity? Discuss these trends as they apply to your program. If applicable, offer a plan for improvement of success, retention and persistence.

The processes for planning, approval, evaluation and review of courses offered in DE mode are similar to those for courses offered in the traditional face-to-face mode. These processes are integrated into the College’s overall planning process through the same mechanisms that are used for traditional courses.

**Analysis and Evaluation**

The College meets the standard. It has effective processes for planning and evaluation through program review, student learning outcome assessment and institutional planning, and uses its findings to evaluate the accomplishment of its mission. Great progress has been made in the areas of program review and student learning outcomes since the last accreditation self-study, resulting in improvements in student learning and achievement.
While significant strides in the area of planning and evaluation have been made, several improvements are needed. First, the processes for curriculum development, Program Review and student learning outcome assessment should be more closely aligned to provide a more accurate view of how well programs are serving the needs of our students. This is already in process, with the migration to CurricUNET of the curriculum process (complete) and of the Program Review process and the student learning outcome assessment process (scheduled to be complete by spring 2017). Second, the College needs to devote more time and resources to establishing processes for the planning, approval, evaluation, and review of DE courses. Next, the College should clearly define the process of evaluating and updating the mission statement. Finally, the College should include these processes in the proposed Mission-based Decision Making and Operational Manual (see Qualify Focus Essay).

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

**Supporting Evidence**

- Program Review cycle
- Integrated Planning and Resource Allocation Handbook pg 16
- Student Services Program Review

**I.B.6** The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

**Evidence of Meeting the Standard**

Through the disaggregation and analysis of data, the College identifies significant trends among subpopulations of students with regards to student learning. As part of the Program Review process, all programs are supplied with disaggregated data from the College researcher or the District Institutional Effectiveness and Student Success office. Data is disaggregated by gender, race, ethnicity, and age. Further information is available through the Datamart feature of the California Community College Chancellor’s Office.

Every program on campus assesses data through Program Review, and both the College and the District office have mechanisms in place to implement strategies to address performance gaps for subpopulations of students.

Student Equity Planning is administered through the Student Success and Support (SSSP) unit at the Chancellor’s Office. The College Student Equity Plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges. Success indicators are used to identify and measure areas for which disadvantaged populations may
be impacted by issues of equal opportunity. Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. The College does not currently have separate set performance expectations for the subpopulations identified. However, the subcommittee on Institution Set-Standards is addressing this need.

The Student Success and Equity Committee (SSEC) published the Student Equity Plan in early 2015, in which they discuss areas of disproportionate impact on certain subpopulations of students. For example, one such area is that of men of color. Data from the 2011 Community College Survey of Student Engagement (CCSSE), discussed during the Kresge Men of Color Institute, demonstrates that this is an at-risk population. There are several items in place in the action plan specifically designed for this group, including the College sponsored Male Summit.

Another area of disproportionate impact concerns students over 24 years of age. The College has an older population, and many of these students are juggling jobs, family, and academic work. The Student Equity Plan addresses the needs of these students through the development of a survey of students in night classes, where many of the older students attend, in order to ascertain their specific needs. The Student Equity Plan also includes points about extending support services in the evenings at peak times of the semester in order to serve these students.

Some at-risk students have not yet been tracked, including Veterans entering the community college system. Historically, there is a larger influx of Veterans in the community college system than in previous years. Recognizing this trend, the College has recently opened a Veteran's Resource Center (VRC) and is continuing to work on ways to support this population. Another at-risk population is that of LGBTQ students; many of these students face discrimination, overt or subtle, and there is a need for training and education for staff, faculty, and students. Several action items are in the Student Equity Plan to address this reality, and the committee will be working on ways to collect data on this group in order to assist this population more effectively.

The SSEC committee has identified the following goals, each with activities and timelines associated with them:

- Student Success Indicator for Access
- Student Success Indicator for Course Completion
- Student Success Indicator for ESL and Basic Skills Course Completion
- Student Success Indicator for Degree and Certificate Completion
- Student Success Indicator for Transfer

An example of an activity for achieving the access goal, is the African American and Latino Male Summit (AALMS). This event helps develop a college-going culture for these young men that includes academic information and motivation and perspectives from men of color who are current college students or who have graduated, as well as male faculty and staff.
Nearly 150 male students of color from the College and local high schools will participate in AALMS and reaffirm a college-going culture within the group. These young men also receive priority for the Summer Bridge program.

Each semester, in collaboration with the Office of Institutional Effectiveness and Student Success and the campus-based researcher, the Student Success and Equity Committee will monitor progress and gather data on activity outcomes. The campus-based researcher will analyze the data to determine whether disproportionate impact has increased, remained the same, and whether new groups have been impacted. The Student Success and Equity Committee will discuss the findings and share them with the Academic Senate, the College Advisory Council and the College President and welcome input and feedback from other campus members to mitigate disparities and plan proactive and corrective activities to ensure equity for all students.

As part of the Program Review process, programs analyze disaggregated data to determine enrollment, retention, and success trends. This data can then be used to determine which students would benefit from interventions. An example of how this data is used can be seen in the Dance Department’s Program Review: “The ethnicity with the highest representation in dance is Hispanic averaging 36 percent. This is also true of the campus as a whole. The Asian and White ethnicities trend up and down, which is slightly different than the campus trends. On average, the Asian population makes up 20 percent of the dance students and White ethnicities comprise approximately 17 percent. African American and Black population runs slightly higher in the dance program than campus wide: 8 percent campus wide and 10 percent in the dance program. Overall, the dance program serves a fairly diverse population of ethnicities and is on par with the campus as a whole. It is a goal of the dance program to offer more cultural dance forms and therefore serve some of the populations that are less represented in the dance courses.”

Currently, the College has limited disaggregated data as it relates to course and program student learning outcomes assessment. Specifically, the current version of TracDat (V4), utilized by the College, lacks the ability to sort data by gender and ethnicity. As such, by spring 2017, the College will have in place the CurriCUnet SLO Module; this module will facilitate the compiling of disaggregated data on SLO assessments. The newly created position of Dean, Institutional Effectiveness, to be hired Fall 2016, will be responsible for leading this process, under the guidance of the Vice President of Academic Affairs. By utilizing current professional development opportunities through the Professional Development Center, Professional Development Days and ongoing workshops throughout the academic year, faculty will be provided training opportunities regarding desegregating data for SLOs.

Analysis and Evaluation

The College meets the standard. Disaggregated data is used to evaluate performance gaps in subpopulations of students and identify interventions. Furthermore, through the Student Success and Equity committee, programs have been put in place to address specific needs, such as the Black Male Summit and the Veteran’s Center. The College is committed to the
ideals of social justice in education and uses data to help identify subpopulations that have not been equally included in the education system.

The College has been successful in identifying underserved subpopulations and implementing interventions on their behalf; however, it could improve its ability to identify and mitigate gaps. First, the data collected should be further disaggregated to show more subpopulations, including Veterans, single parents and Foster Youth. The Program Review process should contain more specific questions about how data is used to improve programs, especially in regard to the performance of subpopulations. The College also could identify key performance indicators for the subpopulations. Lastly, the College’s resource allocation model should include allocation of resources specifically for mitigating performance gaps of underserved students.

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

Supporting Evidence

Datamart Scorecard
Student Equity Plan
Male Summit
Dance Program Review

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College evaluates its policies and practices across all areas in several ways. The Program Review Committee (PRvC) is responsible for the policies and practices associated with assessing instructional programs. As part of the review cycle, completed Program Reviews are read and validated by the PRvC using a rubric designating the submitted review as either In Progress or Proficient. Each year, when the evaluation process is complete, the PRvC evaluates its process and revises the Program Review Handbook. (PRvC minutes) All instructional programs, service area programs, and administrative services must complete program reviews annually.

The Instructional Policies and Curriculum Committee (IPCC) has several policies and procedures in place to assure that College resources are used in support of programs that are capable of functioning effectively in terms of serving sufficient numbers of students and maintaining high instructional standards. One is the Program Viability Review Policy, created collaboratively by the Academic Senate and the IPCC. The Program Viability Review (PVR) Procedure is utilized when there is ample qualitative and quantitative
evidence that a program may no longer be viable. The procedure provides a framework for
the collection and analysis of appropriate data, the application of established criteria, and the
assessment of impact on students, employees, and other programs. Ultimately, it will provide
a recommendation to the Chancellor and the Board of Trustees as to whether the program
should be continued, discontinued, revitalized, or suspended (SJCC Program Viability
Review Policy). This policy is coupled with the Program Viability Review Procedure. The
ultimate purpose of the PVR Procedure is to provide a thorough and equitable process to
assess weak or nonproductive programs and to determine an appropriate course of action.

The Strategic Planning Committee (SPC) evaluates other committees to ensure that the
College’s strategic planning process is sound, collaborative, evidence-based, and
sustainable.

As the first step, the SPC reviews and evaluates the College strategic goals. The goals are
proposed and discussed by the campus community at Professional Development Days. Upon
receipt of the College goals, the SPC attempts to identify and determine Key Performance
Indicators (KPIs) to measure the advancement of the strategic goals. Once all data are
identified, the SPC evaluates the KPIs. Annual reports, bond reports, HR documentation, and
state reports are used to measure KPIs. As part of the comprehensive assessment of planning
processes, the College has established a number of annual evaluations including that of:

- Standing Committees associated with Planning and Resource Allocation
- Strategic Planning Committee
- Resource Allocation Processes
- Strategic Planning Processes

The SPC developed a survey instrument that was administered to all standing committees
identified in College’s Resource Allocation Model. This instrument allowed each committee
to assess its achievement of established goals and its alignment to the College strategic plan.
In addition to the survey items listed above, the Committee evaluation included an
assessment of goal completion and recommendations for improvements based on survey
findings.

The evaluation measures the Committee’s processes, interactions, and outcomes during the
academic year. The evaluation is conducted during the annual retreat in late spring. Results
are used to improve planning processes and committee performance.

Under the leadership of the Finance Committee, the resource allocation process is reviewed
and revised based on feedback from the campus community. Based upon the SPC feedback
and the Finance Committee’s self-evaluation, the resource allocation process is updated.

Several campus groups examine the College’s Distance Education courses to assure the
effectiveness of these courses in supporting academic quality. The Program Review process
provides the opportunity for faculty to scrutinize the success and retention of students
enrolled in specific courses, including online delivery modalities. The College’s curriculum
approval process examines courses being proposed for distance education format to ensure
appropriateness of content to the online modality and that sufficient resources are available to support the successful delivery of the course. The Distance Education Committee is also involved in the assessment of needs and resources for distance education on campus. They were instrumental in obtaining increased staffing to administer the College's online program, as well as advocating the adoption of Canvas as the learning management system (see Standard II.A.2 for details and further discussion).

**Analysis and Evaluation**

The College meets the standard as it has multiple methods of evaluating its policies and practices across the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of the College’s mission. Each academic program, student service area and administrative service area must evaluate its policies and practices to assess its effectiveness and how well it is serving the College in accomplishing its mission. Further, there are practices in place for committees to assess themselves and solicit feedback from and provide information to the campus community. Strategic goals are reviewed and assessed on an ongoing basis. The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

The College is actively engaged in evaluating and improving its policies and procedures; however, further improvements could be made. First, it is important that the College codify all policies and procedures in one operational manual to ensure that there is continuity and consistency through time and across all areas of the institution. The Program Review Committee should redesign the annual and comprehensive program review forms to better capture information on how programs are being improved through assessment of SLOs and SAOs, analysis of disaggregated data and progress toward stated goals. And, the committee structure should be redesigned to improve communication and accountability between committees.

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

**Supporting Evidence**

- Instructional Policies and Curriculum Committee
- Program Viability Review Procedure
- Strategic Planning Committee (SPC)
- Key Performance Indicators
- Integrated Planning and Resource Allocation

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

The College has several modes of communicating the results of all its assessment and evaluation activities. The College website serves as a primary conduit for communication with College constituency groups, the community, and the world. A separate link for Accreditation, which contains important documents and timelines related to the accreditation process, is on the home page. Copies of Master Planning documents, Strategic Planning documents, Student Equity Plan, and other documents that contain assessment and evaluation activities are posted on the Accreditation page and the College Plans and Program Review page. Additionally, all standing committees have a web presence, with the charge of the committee, agendas and minutes, and relevant documents.

Another mode of communication is email. Information relevant to assessment and evaluation is often contained in The Roar, a weekly email newsletter sent from the President’s office. Results of surveys and other data are shared via email as well.

Professional Development Days provide an opportunity for broad communication to administrators, faculty, and staff about the College. Reports from the President, Vice Presidents, Faculty Association President, CSEA President, Associated Student Government President, Academic Senate President, and others detail specific information about enrollment, budgetary issues, and other topics germane to the shared understanding of the institution’s strengths and weaknesses. Division meetings and breakout sessions drill down further into these topics. Professional Development Days have also been used to collect information about priorities, such as surveying faculty and staff regarding key performance indicators.

The Strategic Planning Committee plays a key role in communicating the results of assessments and evaluations through its reports. The goal of the Strategic Planning Committee is to ensure that the College’s strategic planning process is sound, collaborative, evidence-based, and sustainable, and that the Strategic Plan guides decision-making and activities that support improvement of institutional effectiveness and student learning in the long term.

The College Advisory Council (CAC) is another important part of the communication piece. Its objective is to disseminate critically important information, to ensure open communication, to promote genuine involvement before and while decisions are made, and to provide for inclusive participation of all campus constituencies. As the primary College council, the CAC serves as the umbrella group for the various participatory governance committees on campus and brings forward to the President its recommendations, as appropriate, for consideration and implementation. The responsibilities of the CAC are:

- Oversee all aspects of the college planning and accreditation processes
- Review and update progress annually on the implementation of the College’s Strategic Plan
- Review and approve the College’s Accreditation Self-Study
• Oversee the development and integration of the college’s Educational Master Plan, Facilities Master Plan, and Strategic Plan
• Provide counsel to the President in matters of institutional operations, including but not limited to budgeting, planning, facilities, technology, diversity, and external priorities

The College makes data available to the entire community it serves on the College website and on the district website. Resources include enrollment information; fact books; and student achievement data for state expectations, including basic skills, ESL completion, transfer, and degree and certificate completion.

Analysis and Evaluation

The College meets the standard. Through various mediums, including web, print, and email, and through Professional Development Days presentations and committee, division and department meetings, the College broadly communicates the results of its assessments and evaluations. The Educational Master Plan, Facilities Master Plan, Student Success Plan, and other relevant plans are published electronically and in print form and are available internally and externally. Committees such as the Program Review Committee, Student Learning Outcome Assessment Committee, Strategic Planning Committee and Finance Committee regularly assess and discuss various aspects of the College's performance. The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

Currently, the annual and comprehensive Program Reviews completed by every campus program are available if requested but not published in an accessible location; however, the reviews will become more accessible when the Program Review process is migrated to CurricuNET, which should be complete by fall 2017. The same is true for Student Learning Outcomes, which should be on CurricuNET by spring 2017. Another area that needs attention is the Institution-Set Standards; however, an ad hoc committee is now in place and charged with updating the Institution-Set Standards, and is recommended that the College create an Office of Institutional Effectiveness, including a dedicated data analyst to assist in this effort.

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

Supporting Evidence

Accreditation webpage
College Plans and Program Review webpage
The Roar e-newsletter
Professional Development Days
Strategic Planning Committee
**I.B.9** The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. *(ER 19)*

**Evidence of Meeting the Standard**

Beginning with an alignment to the College’s mission and vision, the Strategic Planning Model identifies all the components associated with the integrated planning activities and the relationship of each function. The Model represents a continuous improvement system with all activities keeping the College Mission, Vision, and Values at the center. The following provides an introduction of each part of the planning model:

**Mission, Vision and Values**

The College’s mission statement articulates who the College is; the College’s vision focuses on what it wants to become, and the values communicate what the College believes in. The Mission, Vision, and Values location at the center of the Strategic Planning Model is significant in that it is a visual representation of how all activities at San José City College keep these concepts at their core.

**Educational and Facilities Master Plans**

The Educational and Facilities Master Plans chart the College’s long-term course. The Educational Master Plan is the foundation document for the Facilities Master Plan. Both focus on institutional change, analysis, and improvement of existing conditions; both anticipate changes in the community, growth of the College as a whole, and changes in programs and services, as well as include institutional strategic goals and opportunities for input from all College constituencies.

**Program Review and Focused Instructional Analysis**

Program Review is either annual or comprehensive depending on where the department, program, or service falls on the Program Review cycle. Program Review allows for analyzing the College’s instructional, instructional support, student services, and administrative services areas to identify the following: strengths and weaknesses; solutions to weaknesses; how each has achieved or is aligned with college strategic goals; and the equipment, staff, and facilities needs for budget requests. In addition, the Program Review includes the status on the development and assessment of student and program learning outcomes.

Importantly, the College systematically evaluates and makes public how well and in what ways it is accomplishing its mission as demonstrated in student learning and achievement.
The College provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The College assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.\textsuperscript{11}

The Program Review Committee is responsible for providing guidance to the College in the use of program review materials and the process of program review, evaluating and provide feedback on the quality of program review documents submitted by the units undergoing a self-study, validating completed program review documents and forwarding the documents to appropriate offices and committees. The Program Review Committee breaks up into subgroups to work closely with the constituency units undergoing program studies.

The evaluation and assessment of student learning outcomes, achievement, retention, and completion of distance education courses is embedded with the regular SLO assessment process adopted by the College. Results and recommendations are reported in the College's reporting tool, TracDat in the same manner as for face-to-face courses. In addition, data specific to online courses has been procured by the campus researcher and disseminated to the Distance Education Committee and division deans comparing the success rates of students in online classes as opposed to those in face-to-face classes (for details and further discussion, see II.A.1).

\textit{Campus Budget Development and Resource Allocation}

The Strategic Planning Committee has modified the previous Resource Allocation Model to highlight the steps associated with aligning campus resources to planning. These modifications are a result of analysis of effectiveness of current activities, re-evaluation of the current activities, and proposed improvements to the process.

The Finance Committee developed a \textit{budget justification template} in spring 2015 designed to facilitate a more detailed and exact analysis of the needs of the College. The template contains five priority categories: Critical for Operations, Necessary to Maintain Quality Services, Would Directly Improve Instruction, Would Indirectly Improve Instruction, and Innovation. With the help of the Program Review Committee, the form was introduced in the 2015–2016 Program Review cycle. All programs used the template and each submission was reviewed. As a result of using this template, the Finance Committee was able to determine with great accuracy how much discretionary budget was needed for items deemed "critical" or "necessary" for program viability, and to recommend a more equitable distribution of funds. In spring 2016, the Program Review Committee adopted this template as part of the Program Review forms for the 2016–2017 cycle.

\textit{Analysis and Process Evaluation}

To ensure continuous improvement, each year the Strategic Planning Committee evaluates the effectiveness of the College’s planning process and reviews performance indicator data to determine the extent to which the College has accomplished its goals. The environmental
scan consists of a periodic review of external and internal data needed to assess the needs of the communities. This evaluation process allows the College to consider the factors that influence the direction of the College. The scan is conducted every three years. Each fall semester, the groups overseeing various planning documents perform a review of the goals and objectives of each plan and make recommendations for improvements. The plans are also reviewed to ensure alignment with Strategic Goals and Key Performance Indicators.

Integrated planning is promoted at the College through the participatory governance process. The content of current plans have a common theme of addressing the major elements in the College Strategic Plan. The processes used at the College promote integration through the College Advisory Council as the primary coordinating and review body supported by governance councils and standing committees. In addition to the College Advisory Council, the College has an Academic Senate. The College has organized these standing committees to support the work of participatory governance. As discussed above, the planning work of the institution, except for unit and department comprehensive program reviews, is largely accomplished through these standing committees: Distance Education, Educational Master Plan, Diversity Advisory, Facilities and Safety, Finance, Technology, Instructional Policies and Curriculum, Professional Development, Program Review, Strategic Planning, and Student Success.

Analysis and Evaluation

The College meets the standard. Through the cyclical and continuous process of Program Review, all programs and services are evaluated and the results of these evaluations are used in strategic planning, budget allocations, and the identification of technology and facility needs. The College has made great strides in integrating its Program Review process into the fabric of systematic evaluation and planning. The Program Review forms now include a budget form that captures a far more detailed picture of programmatic needs, making it possible for the College to better plan its resource allocations. With the adoption of the Educational Master Plan and the Facilities Master Plan, the College can continue to accomplish its mission and improve institutional effectiveness and academic quality. The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

The College would benefit from more transparent systems and from being provided an adequate budget by the District. The results of using the new budget template developed by the Finance Committee revealed that the discretionary budget allocated by the District Office is not adequate to cover critical and necessary expenses of the College or support improvement or innovation.

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

Supporting Evidence

Budget Justification Template
Standard I.C. Institutional Integrity

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

Evidence of Meeting the Standard

The College keeps the current students, the prospective students, the college community, and the public informed about its mission, educational programs, learning outcomes, and services in a wide variety of methods including the College catalog and the College website, brochures and literature, college signage and bulletin boards. The College pledges clarity, accuracy and honesty in the information it provides about its programs and services. Importantly, the College works in cooperation with the District Office to establish and implement policies and procedures regarding the publication and dissemination of information in both print and web-produced formats. Specifically, the College examines information as to the College’s mission statement, learning outcomes, educational programs and student support services. In addition, the College examines and reports the information to the public, including students, about the College’s accreditation status.

College Mission

The College reviews its mission to assure clarity, accuracy, and integrity for all campus and community constituent groups (see Standard I.A.4). It is checked against the District Mission board policy [BP1200] for accuracy as part of those publications’ quality assurance processes. The College’s mission statement is published on the website, in the Catalog, Student Success Handbook, and committee handbooks. As stated in Standard I.A.4, the College mission statement is displayed in a variety of locations and through diverse methods such as the meeting rooms, campus offices, and classrooms. It is reviewed and revised per Board Policy 1200 guidelines. The College’s mission accuracy is ensured through internal processes and practices.

Learning Outcomes

General Education (aka institutional), program and course student learning outcomes are identified, assessed and evaluated by faculty and student services professionals. The Student Learning Outcomes and Assessment Committee (SLOAC) ensures the integrity of the information published on the SLO webpage, in internal databases, resources, and for annual reports to the ACCJC. The revision of any course SLO is initiated by faculty and submitted to the Instructional Policies and Curriculum Committee for approval. This action results in a course outline revision. As part of the course revision approval process, the new course SLO is entered in CurricUNET, which houses official Course Outlines of Record. Currently the College uses TracDat as its SLO repository, and is in the process of converting to CurricUNET for housing SLO assessments and data to improve record keeping and reporting.
capabilities. Once a course SLO has been revised in CurricUNet, it also is updated in TracDat, which also generates reports for department use in the Program Review process.

Program Learning Outcomes information is published in the online College Catalog.

The Student Affairs and Academic Affairs offices ensure the accuracy and currency of all information published in the Catalog through an annual electronic review and with the approval by the Catalog Ad-Hoc Committee.

Each instructional department is responsible for maintaining an assessment calendar for its course and program level student learning outcomes. The SLO lead faculty for each department enters the aggregate SLO assessment results from peers into TracDat. Assessment results and evidence of dialog are reported in each instructional department’s annual program review report.

Committees are also participatory in providing accurate and clear information. This is evident in the revision of the reporting forms. After thorough discussions by the Program Review Committee, the Program Review process was revised to emphasize outcomes assessment by including a reflection area where authors are required to summarize their program SLO assessment results. Additional changes were made to the 2015 Program Review process to allow authors to summarize course and institutional SLO assessment results in addition to the program results. The report is reviewed by the faculty in each department and by the respective instructional deans for accuracy. Once the annual Program Review reports are validated by the Program Review Committee, the vetted program review reports are posted on the College website and distributed at department meetings. The College provides student learning outcomes and student achievement data in a number of publicly accessible locations, including Annual Reports, College website, and the College catalog.

Educational Programs

The Academic Affairs Office assures the educational program information published in the Catalog is accurate and current. The Catalog Ad-Hoc Committee, comprised of faculty, staff, and administrators, coordinate and oversee the review process. Each area of study is routed from the Academic Affairs Office to the College’s Articulation Officer, Curriculum Coordinator, appropriate department faculty coordinator and instructional dean, and then back to the Academic Affairs Office for final review. The Academic Affairs Office corrects, as appropriate, errors noted by reviewers to ensure the program information in the Catalog is the same as the program information in the College’s curriculum management system. Information related to the College’s educational programs is provided through the College Catalog, Schedule of Classes, department websites, brochures and flyers.

The College Catalog Degrees/Certificates section is updated and published by the Academic Affairs Office electronically each year; a limited amount of Catalog copies are printed. It serves the most complete source of information about the College’s degree, certificate, and transfer opportunities and requirements:

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6 Eligibility Requirement 20
• Associate Degrees section (pp. 53-67)
• Certificates section (pp. 53-67)
• Transfer opportunities and requirements (p. 53).

The information published in the Catalog is effective for the academic year beginning with the fall semester and concluding with the summer session. On page 11, the Catalog provides a statement of assurance that all the information presented within it is accurate and current.

Educational program information, listed in the Catalog by discipline under “Degrees/Certificates and Course Descriptions,” includes career/transfer applications, required course work and sequences, licensure and certification eligibility (if applicable), and program learning outcomes.

The College website’s division and department pages provide current and accurate information about respective departments, including degree and certificate opportunities and requirements. Discipline webpages take their program information directly from the College Catalog to ensure accuracy and consistency. Disciplines with certificate programs that lead to employment also include a gainful employment disclosure link, which provides information about a program’s cost (assuming normal time to completion), financing options (if any are available), and estimated time to completion. The Financial Aid Office, Academic Affairs, and the Business and Workforce Development Division work together to update the gainful employment information annually.

The Online Learning and Resources webpage provides information about online and hybrid courses and the requirements and expectations for success in online classes, and online student support services. Distance education program information and link to schedule of online and hybrid classes is available on the Online Learning and Resources webpage. In addition, potential students can obtain information about distance education at the College through the California Virtual Campus website and statewide online application.

Faculty and instructional deans work collaboratively to write and review academic program brochures and fliers. For example, department coordinators and the Career and Technical Education (CTE) Dean annually review program brochures to ensure the brochures clearly and accurately describe career paths, employment opportunities, licensure requirements, and other occupational or program requirements. The CTE program brochure review cycle begins in April when the Perkins Planning Team approves Perkins expenditures for the coming fiscal year. Faculty members review their current brochures and submit any edits to the Business and Workforce Development Dean for approval.

Current and prospective students may access program brochures on the College website. One example is the Dental Assisting Program brochure, which informs prospective students that the Dental Assisting Program will prepare them for the California State Board examination

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7 ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status compliant
8 All CTE brochures are funded by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (06-C01-032), awarded to San José City College and administered by the California Community College Chancellor’s Office.
for licensure as a Registered Dental Assistant (R.D.A.). In addition, students are eligible to take the Dental Assisting National Board’s Certified Dental Assistant exam for certification to become a Certified Dental Assistant (C.D.A.). Another example is the Esthetician Program brochure that informs prospective students number of hours of training the program requires, the cost of tuition and books, and possible employment opportunities.

**Student Support Services**

In the annual Catalog production process, information about each student support service is routed from the Academic Affairs Office to the appropriate student service department office, the department’s dean, and then back to the Academic Affairs Office for final review. This process assures information being published is current, accurate, and consistent with the catalog.

For example, information about applying to the College and enrolling in classes is first routed to the Director of Admissions and Records, then to the Counseling Dean and finally, routed to the Catalog Coordinator in the Academic Affairs Office. At each step, the reviewer can make corrections that are tracked for the other reviewers to validate before the Catalog is published.

Information related to Student Support Services is also published on the College website as well as in the Student Success Handbook. Some student support areas, including International Students Program, DSPS, Adapted PE, Transfer Center, Umoja and EOP&S publish information about their services in brochures. Current, prospective, as well as Distance Education students can access and download informational brochures on the College website. Printed brochures are also available on campus.

The College Catalog contains general information about the College’s Student Support Services and Instructional Resources and Special Programs, including current information about financial aid, tutoring, counseling, health services, the library, Extended Opportunity Programs and Services (EOPS), and Disabled Students Programs and Services (DSPS):

- Financial aid (p. 25)
- Tutoring (p. 36)
- Counseling (pp. 18 and 24)
- Health Services (pp. 21 and 29)
- Library (p. 35)
- EOPS (p. 29)
- DSPS (p. 39)

The most current and comprehensive student support service information is available on the College Support Programs webpage.

Student support information specific to distance education is available on the Online Learning and Resources webpage:

- Online library resources including databases, eBooks, tutorials, and a email a librarian

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9 Eligibility Requirement 20 compliant, Electronic or Print Catalog Available
Online counseling services through email with a counselor and self-serve online resources
- Student orientation to Online Learning
- Online readiness quiz
- Online Orientation to San José City College
- Student technology help contacts

Accreditation Status

The College communicates its accreditation status to students and the public on the College website’s accreditation page, on transcripts, and on page 9 of the College Catalog.

The status statement includes the Commission’s address, telephone number, web address, and contact information for filing a complaint. The accreditation webpage and catalog page identify the College’s specialized program accreditation granted by other accreditors and includes their contact information for filing complaints.

The accreditation webpage also provides access to related documentation including ACCJC Notice of Accreditation and Accreditation Reaffirmation Letter, Substantive Change Proposals and action/approval letters, Annual Reports, and Annual Fiscal Reports.

The Accreditation Liaison Officer updates the information on the accreditation webpage as needed, such as when new accreditation reports or letters are published, specialized programs are approved, or the Commission requests specific information to be publicly disclosed.

The College’s accredited status statement, published in the Catalog, application, and annual report, is checked against the accreditation webpage for accuracy as part of those publications’ quality assurance processes.

Analysis and Evaluation

The College meets the standard. The clarity, accuracy, and integrity of information provided by the faculty, administration and staff is assured through systematic and regular assessment of College practices and procedures for written, printed, and electronic publications as well as for paid and earned media efforts. This work provides clear and correct information. The College governance and decision-making processes are responsible for creating and maintaining their respective procedures and communication protocols. All information about the College’s accreditation status and that of the programatically accredited programs is correctly noted on the web and in print.

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

11 Eligibility Requirement 21 compliant
Supporting Evidence

College website
Website Mission Statement
District Mission board policy [BP1200]
Catalog Mission Statement
Student Success Handbook,
Committee handbooks
Student Learning Outcomes and Assessment Committee (SLOAC)
SLO webpage
Instructional Policies and Curriculum Committee
Course Outlines of Record
Program Learning Outcomes
Annual electronic review
Assessment calendar
Annual program review report
College Catalog Ch 6
Schedule of Classes
Department webpages
Brochures
Flyers
College Catalog Degrees/Certificates section
Statement of assurance
Degrees/Certificates and Course Descriptions
Gainful employment disclosure
Academic Affairs homepage
California Virtual Campus website
CTE program brochure
Dental Assisting Program brochure
Esthetician Program brochure
Student Support Services
Student Success Handbook
International Students Program
DSPS
Adapted PE
Transfer Center
Umoja
EOP&S
College’s Student Support Services
Instructional Resources and Special Programs
College Support Programs website
Online Learning and Resources webpage
Application and enrollment processes
Online Orientation
Online Learning and Resources webpage
MyWeb self-serve online resources
College Catalog p9
I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

Evidence of Meeting the Standard

San José City provides a printed (limited amount available) and an annual electronic catalog for its constituencies with accurate and current information. Major sections in the printed catalog include:

- General information
  - Official Name of the District, Campus Address, and Contact Information, including telephone numbers and College website address (p. 1)
  - College Mission and Institutional Goals (p.8)
  - Representation of Accredited Status with ACCJC (p. 9)
  - Degree, Certificate, and Course Offerings, including their descriptions, units/hours, requisites and required sequences, transfer acceptability, term(s) typically offered, and learning outcomes (pp. 102-198, 53)
  - General Education Outcomes (p. 9)
  - Academic Freedom Statement (p.37)
  - Student Support Programs and Services, including Financial Aid (p. 24), Tutoring (p. 36), Counseling (p. 24), Disabled Students Programs and Services (p. 39), Health Services (p. 29), and Library (p. 35)
  - Names of Governing Board Members (p. 2)
  - Names and Degrees of full-time Faculty and Administrators (pp. 208-211).
- Requirements
  - Admissions and enrollment (p. 15)
  - Tuition, fees, and other financial obligations (p. 21)
  - Degree, certificate, graduation, and transfer requirements (pp. 53-67)
- Major Policies and Procedures Affecting Students
  - Academic regulations, including academic honesty (p. 42), student records and privacy rights (p. 50), and academic progress and probation (p. 205)
  - Acceptance and Transfer of Credits (p. 14)
  - Transcripts (p. 22)
  - Grievance and complaint procedures (p. 51)
  - Sexual harassment and unlawful discrimination (p. 41)
  - Refund of fees (p. 22).

12 Eligibility Requirement 20
The Catalog also directs readers to the San José/Evergreen Community College District Board of Trustees’ webpage for access to the complete list of board policies and administrative procedures.

The Academic Calendar with important dates by semester is found on the website.

The online Catalog is available in PDF for those who wish to print the entire catalog or individual pages. Additionally, past editions of the Catalog are available as PDFs on the College website.

**Analysis and Evaluation**

The College meets the standard as it provides an accurate and current College Catalog to its students and the public in both print and electronic form. The Catalog meets all the “Catalog Requirements” listed in Eligibility Requirement 20. Processes are in place to ensure precision, accuracy, and currency. The catalog and its contents are regularly reviewed, evaluated and updated to reflect regulatory, policy, and administrative procedures changes.

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

**Supporting Evidence**

- Annual Electronic Catalog
- Board of Trustees’ webpage
- Academic Calendar
- College Website

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

**Evidence of Meeting the Standard**

The College uses documented assessment results to communicate matters of academic quality to appropriate constituencies.

The College collects assessment data on all of its courses, degrees, and certificates of achievement. It recently implemented outcomes for certificates of proficiency, which will be assessed in the near future. Assessment occurs on a regular cycle determined by each department.
The College uses TracDat to house student learning data and to generate reports for departments to use for Program Review, the key driver of continuous quality improvement. Course SLO data is linked to programs within TracDat, which allows members outside of the department to analyze the assessment data of courses within their programs. The College currently posts SLO achievement level data on the student learning outcomes webpage for external access.

Student success and achievement data are included on the college website, and the public can access documented assessment of student learning and evaluation of student achievement through the California Community Colleges Chancellor’s Office Management Information Systems Data Mart. Data available from the data mart include the College’s course retention, persistence, and success rates, grade distribution rates, program awards, basic skills cohort progress, career development and college preparation completion rates, and transfer rates. Students’ right-to-know completion and transfer rates for cohorts are included on page 52 the catalog.

The College makes public how well and in what ways it is accomplishing its purposes through the following:

- Showing Gainful Employment Disclosure
- Student Learning Outcomes webpage showing program achievement levels
- California Community Colleges Chancellor’s Office Management Information Systems Data Mart (including Student Success Scorecard)
- Annual reports
- SJECCD Office of Institutional Effectiveness webpage (transfer and retention data)

The College general education and program-level student learning outcomes are in the catalog and on the website. Course-level SLOs are included in syllabi that are distributed to students. The College maintains an SLO webpage that includes links to ACCJC SLO Reports, to GE SLO assessment activities and assessment schedule, the assessment process, and resources. The SLOA Committee assures the accuracy and timeliness of the information maintained on that webpage.

Analysis and Evaluation

The College meets the standard. Student achievement and success data are regularly reported and created for outside granting agencies, the federal and state governments, the public, and students. These data are made available through prominent links on the College’s website and intranet. The College regularly reviews and makes available to the public information on learning and achievement outcomes and the progress of its students.

Currently the College has limited desegregated data as it relates to course and program student learning outcomes assessment. Specifically, the current version of TracDat, utilized by the College, lacks the ability to sort data by gender and ethnicity. As such, by spring 2017, the College will have in place the CurriCUnet SLO Module; this module will facilitate the compiling of disaggregated data on SLO assessments. The newly created position of Dean, Institutional Effectiveness, to be hired Fall 2016, will be responsible for leading this process, under the guidance of the Vice President of Academic Affairs. By utilizing current
professional development opportunities through the Professional Development Center, Professional Development Days and ongoing workshops throughout the academic year, faculty will be provided training opportunities regarding desegregating data for SLOs.

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

**Supporting Evidence**

- Program Review
- SLO achievement level data
- Student learning outcomes webpage
- Data Mart
- Catalog
- Gainful employment disclosure
- Annual reports
- SJECCD Office of Institutional Effectiveness
general education and program-level student learning outcomes
catalog
- SLOA Committee

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

**Evidence of Meeting the Standard**

*Chapter 6 of the College catalog* describes the purpose, content, course requirements and expected learning outcomes for all certificates and degrees. The description begins the “About the Program” section that informs students the purpose of the program. The program student learning outcomes are described next, and followed by the possible career options, if applicable, certificates/degrees, and specific certificate/degree requirements. CTE programs may also include their supplementary application process, and the certificate of achievement and associate degree descriptions often define the subject and identify a target audience.

For example, the Business Administration Program is described as one "ideally suited for students wanting to pursue careers in any size business, whether profit or not." General outcomes are stated "upon completion of the associate in science for Transfer in Business Administration, students will be able to explain and demonstrate the need for high ethical standards in contacts with stakeholders, business associates, employees, and others who are involved in the legal, ethical, social or philanthropic efforts of a business unit."

The Catalog’s description of Associate in Arts for Transfer and Associate in Science for Transfer degrees adds what students will be required to complete upon transfer to a participating CSU campus, and it recommends students “consult with a San José City counselor for further information regarding the most efficient pathway to transfer.”
degrees are also described on the College’s Instructional Policies and Curriculum Committee webpage.

The San José City College Catalog, updated and published by the Student Affairs and Academic Affairs offices electronically each year, is the most complete source of information about the College’s degrees and certificates:

- Associate Degrees section (p. 53)
- Certificates section (p. 53)

The College's associate degrees for transfer (ADTs) are listed on the college website. The degrees include:

- AA-T Communication Studies 2016 - 2017
- AA-T Economics 2016 - 2017
- AA-T Elementary Teacher Education 2016 - 2017
- AA-T English 2016 - 2017
- AA-T Kinesiology 2016 - 2017
- AA-T Psychology 2016 - 2017
- AA-T Studio Arts 2016 - 2017
- AS-T Administration of Justice 2016 - 2017
- AS-T Business Administration 2016 - 2017
- AS-T Early Childhood Education 2016 - 2017
- AS-T Mathematics 2016 - 2017

Analysis and Evaluation

The College meets the standard. The College Catalog, available in print and online, clearly describes the purpose, content, course requirements, and expected learning outcomes for every certificate and degree offered at SJCC. As degrees are approved or modified, the Catalog is updated (see Standard I.C.2).

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

Supporting Evidence

Chapter 6 of the College catalog
Business Administration program
Catalog's description
Instructional Policies and Curriculum Committee
Associate Degrees section
Certificates section
AA-T Communication Studies 2016 - 2017
AA-T Economics 2016 - 2017
AA-T Elementary Teacher Education 2016 - 2017
AA-T English 2016 - 2017
AA-T Kinesiology 2016 - 2017
AA-T Psychology 2016 - 2017
The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. [ref. ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status] *reference. USDE regulation from Appendix H of the Manual for Institutional Self Evaluation.

Evidence of Meeting the Standard

San José City College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs and services. 13, 14

Policies and Procedures Related to the Mission

The President ensures the integrity of the College mission statement as a shared responsibility with the District and utilizes the mission statement to guide all processes on the SJCC campus.

San José City College’s process to evaluate policies and procedures related to the mission lies within the responsibility of the College Advisory Council, since CAC’s charge ensures that all aspects of the college mission statement are being fulfilled. Further this committee serves as the body that coordinates the review of the statement. However, the College lacks a codified procedure that specifies the frequency or process by which the statement should be reviewed and assessed. In addition, necessary participants in the review process are not specified in the charge. As a result, the College has recognized the need to develop administrative procedures regarding the mission statement to ensure that structured and college wide involvement in the review and assessment of this integral statement that defines the college and its function.

Policies and Procedures Related to Instructional Programs and Services

The Instructional Policies and Curriculum Committee (IPCC) reviews policies and procedures related to the College’s instructional programs and services annually to keep current with ongoing regulatory changes.

14 Compliant, ACCJC Policy on Public Notification of an Evaluation Team Visit and Third Party Comment
Once approved by IPCC, modified policies and procedures related to instructional matters are submitted as recommendations to the Academic Senate, which reviews, approves, and then submits them to the Board of Trustees or its designee. An example of this process by the Academic Senate can be found in the Academic Senate minutes 11-4-14.

Policies and Procedures Related to Student Support Programs and Services

Many student support program and service policies and procedures are the operational responsibility of the Vice President of Student Affairs. This includes policies about student records, fees, financial aid, health services, student government, and campus safety. When laws affecting these operational policies change, the Vice President of Student Services ensures the changes are made, implemented, and forwarded to the President.

The Student Success and Student Equity Committee is responsible for reviewing and updating the majority of the College’s student support program and service policies and procedures, such as those related to admissions, enrollment, counseling, Transfer Center, Disabled Students Programs and Services, and Extended Opportunity Programs and Services. In 2013, this new governance committee began reviewing and updating all of its policies and procedures in order to establish a baseline from which it will implement a regular review cycle. An example of this review and update is found in the 02-05-15 SSSP Meeting Minutes and the 09-21-15 SSSP Agenda.

Publications

The Academic Affairs Office ensures the accuracy, clarity, currency, and inclusion of appropriate detail of all information published in the College’s online Catalog through its electronic review and approval process described in Standard I.C.1.

Organizational systems are controlled by:
- Board Policy 2410: Policy/Administrative Procedures
- Board Policy Chapter-1 The District

Analysis and Evaluation

The College meets the standard. The District has a system of Board policies and administrative procedures that guide the College. The College has implemented practices to ensure that policies and procedures are reviewed regularly through the participatory governance process. The College Catalog is an example of the annual review and updating processes that occur at the College. Finally, the appropriate divisions review brochures, literature and promotional material to ensure compliance with College standards.

The process of assessing and codifying College procedures and processes is one area for improvement and will be part of the focus of the newly created Dean of Institutional Effectiveness and Research, and part of creating an operational manual for the College.

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

CAC Charge
Instructional Policies and Curriculum Committee
Academic Senate minutes 11-4-14
Vice President of Student Affairs
Student Success and Student Equity Committee
02-05-15 Student Success Comm Meeting Minutes;
09-21-15 Student Success Comm Agenda
Board Policy 2410 : Policy/Administrative Procedures
Board Policy Chapter-1 The District

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Catalog

The San José City College Catalog informs current and prospective students of the cost of education, including tuition, fees, and other required expenses. The San José City College Catalog identifies the types of expenses students should expect each semester, such as fees for tuition, parking, health services, and transcripts. The 2015-2016 Catalog, Chapter 2 includes the actual cost of required expenses, including the resident and non-resident enrollment fee per credit unit, instructional material fees for courses that require them, parking, and the estimated cost of textbooks. Fees are consistent across degree programs. The College catalog also directs students to the Financial Aid webpage for additional detailed information about fees, financial aid, textbook grants and loans, and scholarships.

Schedule of Classes

The online schedule of classes page links to information about the actual costs of attendance for students to determine the annual Cost of Attendance. The Fees page, which includes Enrollment, Student ID Card, Student Activity Fee, and Health Service Fees, presents the additional costs students will incur. Courses with a required instructional materials fee, such as construction technology and ceramics, include the exact fee amount at the beginning of their course descriptions.

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15 ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status compliant.
16 Compliant, Checklist for Evaluating Compliance with Federal Regulation on Credits, Program Length, and Tuition.
College Website

The College’s website Fees and Refunds webpage lists specific costs for enrolling in classes at the College, including a Health Services fee and a Student Activity fee. The Gainful Employment Disclosure Report on the College webpage includes the estimated total cost to complete programs designed to lead to employment, assuming normal time to completion. For example, the cost to complete the Cosmetology, Certificate of Achievement Level 3 program is $5,843, and the gainful employment cost to complete the Dental Assisting, Certificate of Achievement level 3 program is $3,459.

The College’s website area on Financial Aid complies with the U.S. Department of Education requirement to provide a net price calculator, so students can obtain a personalized estimate of what it will cost to attend the College. The Financial Aid webpage also provides students with an annual college Cost of Attendance to help them determine their educational funding needs. The 2015–16 San José City College Financial Aid Award Information includes the Cost of Attendance (COA), a nine-month estimate of expenses that a student will incur. For example, it estimates the average total cost of attending the College is $12,939 for students who live at home and $19,410 for students who live independently. The total cost is broken down by the actual, state-mandated cost of tuition/fees and the estimated cost of books/supplies, food/housing, transportation, and personal miscellaneous based on figures provided by the California Student Aid Commission. The estimates are pro-rated for programs shorter or longer than the nine-month academic calendar.

Current and prospective students are accurately informed about tuition, fees, and other required expenses through the following:
  - SJCC 2015–2016 Catalog Chapter 2
  - Financial Aid webpage
  - Fees and Refunds webpage
  - Gainful Employment Disclosure Report
  - Spring 2016 schedule of classes
  - Cost of Attendance
  - Financial Aid Award Information

Analysis and Evaluation

The College meets the standard. Appropriate, accurate, and relevant information is included in College publications and website. Students have broad access to this information. The College provides more than one option for accessing information about the total cost of education, including tuition, fees, and other required expenses.

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

Supporting Evidence

2015-2016 Catalog – costs
Financial Aid webpage
I.C.7 *In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)*

**Evidence of Meeting the Standard**

The College’s commitment to the free pursuit and dissemination of knowledge and support of intellectual freedom are codified in Board Policy and Procedures, (BP 4030 Academic Freedom), all of which are available to the public on the Board of Trustees’ webpage and in the College catalog, pps 37-38.

The College’s Academic Freedom Policy includes the President’s, Chancellor’s, and Board of Trustees’ commitment to supporting “the free search for the truth and its free expression; to this end, faculty and students hold the right of full freedom of inquiry and expression.” The Academic Freedom Statement can be found in the printed 2015-2016 SJCC Catalog, pps. 37-38.

The College defines academic freedom in the classroom as the right of faculty members to interpret their fields and to communicate conclusions without being subjected to interference or penalty because these conclusions may be at variance with those of constituted authorities, organized groups, or individuals. The academic freedom of students is the freedom to express and to defend their views, to question, and to differ with the views of their instructors or the District without penalty. The Academic Freedom Statement can be found in the 2015-2016 SJCC Catalog, p. 37.

The policy on academic honesty is implemented and monitored in distance education courses and programs through the secured log-in process and the adoption of Turnitin.com. Turnitin.com is a plagiarism and academic honesty tool that contributes to the college’s authentication for online students. The Distance Education Faculty Handbook p. 9 presents an example of the adoption of use of Turnitin.com.
Analysis and Evaluation

The College meets the standard. The College takes academic freedom seriously. The College’s Board policies and administrative procedures concerning academic freedom are clear and public. Board policies and procedures strongly encourage a campus atmosphere in support of academic freedom. The importance of academic freedom is fundamental to the College’s culture and is reflected in the faculty contract and Academic Senate policy (ER 13).

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

Supporting Evidence

Board Policy and Procedures
BP 4030 Academic Freedom
Board of Trustees’ webpage
2015-2016 SJCC Catalog, pgs. 37-38
Distance Education Faculty Handbook p. 9

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty. (*reference USDE regulation from Appendix H of the Manual for Institutional Self Evaluation.)

Evidence of Meeting the Standard

The College’s administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties through established and published policies and procedures that promote honesty, responsibility, and academic integrity.17

The College has a Professional Code of Ethics and the Civility Statement. The Professional Code of Ethics is included in the College Catalog, page 10. The Civility statement, adopted by the Board of Trustees on October 8, 2013, is posted on the College website, the District website, and included in the College Catalog. It is also posted or distributed in offices, meeting rooms and classrooms.

In addition, the Board of Trustees has an established Code of Ethics, BP 2715 Code of Ethics/Standards Practice, that it reviews and each member signs “at least annually to insure that it remains a vital document.” Board Policy 2715 includes consequences for violations.

The Student Code of Conduct & Expectations for Student Behavior identifies cheating, plagiarizing, falsifying, and helping others cheat, plagiarize, or falsify as examples of

17 Compliant, ACCJC Policy of Institutional Integrity and Ethics
academic dishonesty, and states violations of the code may result in disciplinary action, including suspension or expulsion. It suggests ways in which instructors might remedy such violations of integrity in their classrooms. BP 5500 Standards of Student Conduct is published on the Board of Trustees’ webpage and in the College Catalog.

BP 4020.5 Course Syllabi requires that faculty include in their syllabi: learning outcomes, instructor’s attendance and grading policy, ADA, a reference to the District Policy on Student Conduct, discrimination, and sexual harassment. Syllabi are required to include statements on Student’s Code of Conduct and Academic Dishonesty. Course syllabi are stored at each division office. Samples of syllabi with compliance of BP4020.5 are the following: READ 101 Analytic Reading, GUIDE 130, College Success and GUIDE 010, Transfer Success.

In addition to being published on the College website, student discipline and grievance procedures are available to students in the College Catalog, Student Success Handbook and the Office of the Vice President of Student Services.

Analysis and Evaluation

The College meets the standard. Board Policy 5500, Administrative Procedures 5520 and AP 5530 document the College’s Student Code of Conduct and Academic Integrity policy. Violations of either code are clearly stated and published on the College’s website, the Student Success Handbook, and the College catalog. BP 2715 addressed Board of Trustees Code of Ethics and the consequences for its violation.

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

Supporting Evidence

College Catalog, page 10
Board of Trustees on October 8, 2013
College website
the District website
College Catalog
BP 2715 Code of Ethics/Standards Practice
Student Code of Conduct & Expectations for Student Behavior
BP 5500 Standards of Student Conduct
Board of Trustees’ webpage
College Catalog
READ 101 Analytic Reading
GUIDE 130, College Success
GUIDE 10, Transfer Success
Student Success Handbook
Board Policy 5500
Administrative Procedures 5520
AP 5530
**I.C.9** Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

**Evidence of Meeting the Standard**

At the College, the faculty distinguish between personal conviction and professionally accepted views in a discipline through the [Board Policy 4030 Academic Freedom](#). The Board Policy 4030 requires faculty to “present views which are controversial and evaluate opinions held by others while simultaneously respecting the right of their free expression.”

As stated in Standard I.C.8, the College also developed a [Professional Code of Ethics](#) which was approved by the Academic Senate and then College Planning Council in May 2011, and outlines the importance of College employees demonstrating respect for individual differences of opinion among colleagues and students.

The [2014-2017 Collective Bargaining Agreement](#) between San José/Evergreen Federation of Teachers AFT 6157 and the San José/Evergreen Community College District also reiterates the importance of Academic Freedom. Article 4.6 delineates that "Institutions of higher learning exist for the common good and not to further the interest of either the individual instructor or the institution as a whole."

The College also uses the [faculty evaluation process](#) to communicate the expectation that faculty will be sensitive to diversity and demonstrate a respect for differences. During the process, the evaluation committee members review syllabi, assignments, and instructional materials and observe instruction to ensure the instructor demonstrates sensitivity in working with students of diversity. The committee and instructor then meet to discuss the observations as they relate to the criteria for evaluation.

Student evaluations are another mechanism for determining how effectively faculty meet the expectation that they be fair and objective. The [Student Evaluation Form for Teaching Faculty](#) prompts students to rate their instructor’s ability to grade fairly and to encourage individual thinking and differences of opinion as well as to conduct class in a way that stimulates critical thinking. The evaluation form also invites students to comment about what they liked and disliked about the course and how the instruction and/or the course could be improved. [Student Evaluations of Counselors](#) also emphasize ensuring that faculty demonstrate sensitivity to student concerns and respect for the student point of view.

Each faculty evaluation committee submits a final evaluation packet that includes student evaluations, peer observation reports and administrator evaluations. The evaluation committee completes a [summary report](#) that rates the instructor’s ability to meet the expectations, including the criteria to encourage individual thinking and demonstrate respect for students' differences. The evaluation committee then gives an overall recommendation and works collaboratively with the instructor to devise either a growth and development plan (for tenure-track faculty) or an improvement plan (for tenured faculty) if one is needed.
Analysis and Evaluation

The College meets the standard. The Academic Freedom Board Policy, BP 4030, the College Academic Freedom statement, and Article 4.6 of the Faculty Collective Bargaining Agreement communicate the responsibility of faculty to teach fairly and objectively while supporting the right of faculty to express individual and diverse viewpoints. Both the curriculum and faculty evaluation processes ensure that course content and instructional methodologies maintain both academic freedom and established academic practices. Review of course syllabi in the faculty evaluation process verifies that course syllabi reflect the course outline of record.

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

Supporting Evidence

Board Policy 4030 Academic Freedom  
Professional Code of Ethics  
Article 4.6  
faculty evaluation process  
Student Evaluation Form for Teaching Faculty  
Student Evaluations of Counselors  
Summary Evaluation Report

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Standards of Conduct of All Employees

As a public, open access California community college, the College values diversity and does not seek to instill specific beliefs or world views on the College’s staff, faculty, administrators, or students. The College adopted a Professional Code of Ethics and Civility Statement for its employees, which includes all individuals hired and/or paid by the District, including members of the Board of Trustees and student employees, that prescribes, “We, the employees of San José City College, agree to act in a responsible and ethical manner in the workplace, and by acting in a way that encourages our peers, students, and colleagues to do the same” (see Standards I.C.8, I.C.9 and III.A.13). The Professional Code of Ethics and Civility Statement are communicated in the Catalog under General Information and student handbook. There are no specific codes of conduct for faculty outside of behavior indicated in collective bargaining agreements.
Standards of Conduct of Students

To promote and support a harmonious, safe, and productive learning environment, the Board of Trustees and the President have established a set of standards for student conduct. BP 5500 Standards of Student Conduct. Policy and the procedures associated with it clearly delineate and define student conduct expectations. In addition to being published on the Board of Trustees’ webpage, the Students Rights and Responsibilities policies and procedures are communicated in the Catalog under Chapter 5: College and District Policies

Standards of Conduct of Board Members

As described in Standard I.C.8, members of the Board of Trustees adhere to ethical standards identified in Board Policy 2715: Code of Ethics/Standards of Practice. This policy specifies conduct in Board members’ relationships with the administration, staff, students, and the District community. The document is reviewed and signed annually by the Board of Trustees. The Board’s Code of Ethics/Standards of Practice policy is published on the Board of Trustees’ webpage.

Analysis and Evaluation

The College meets the standard. As a public institution of California the College values diversity. The College adheres to Board Policies to address ethics and codes of conduct for administrators, faculty, classified staff and students. The Civility Statement is broadly displayed on the campus and included in the College catalog and student handbook. Finally the Board has established a Policy for the Board’s code of ethics and standards.

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

Supporting Evidence

Professional Code of Ethics and Civility Statement
Catalog under General Information
BP 5500 Standards of Student Conduct
Chapter 5: College and District Policies
Board Policy 2715: Code of Ethics/Standards of Practice

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

The College does not offer curricula in foreign locations.

Analysis and Evaluation

The College meets the standard.
I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College exhibits integrity in its relations with the ACCJC and adheres to the Eligibility Requirements, Accreditation Standards and Commission Policies, describes itself in identical terms to all of its accrediting agencies, and communicates any changes in its accredited status. Per Administrative Policy 3200, and Board Policy 2430, the College’s President shares the responsibility with the District for ensuring the College “strives to comply with the eligibility requirements, accreditation standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC).”

A signed Certification Page assuring the College’s compliance with the Commission’s Eligibility Requirements, Accreditation Standards, and policies is on file with the Commission and in the College President’s Office.

Response to Commission Directives

The College’s past accreditation history demonstrates integrity in its relationship with the Commission. As evidenced by the completion of two required follow-up reports (Follow-Up Report 04-22-14 and Follow-Up Report 03-15-15), the College has responded expeditiously and honestly to recommendations and team visits that resulted from the College’s comprehensive visit.

After both follow-up reports, the College disseminated the Evaluation Team Reports and Commission letters to San José City’s staff and report signatories, including the College leadership and Board of Trustees, as directed by the Commission. Additionally, the President provided the Board with a summary of the reports and actions to be taken in response to the Commission’s recommendations.

Public Disclosure

The College describes its accredited status exactly as prescribed in the Commission’s “Policy on Representation of Accredited Status” and includes the address and telephone number of the Commission office where the College references its accredited status. The College website also provides information about the College’s specialized program accreditors, including their addresses and contact information for filing complaints.

Copies of all accreditation-related documents are posted to the College Accreditation webpage and are available to students and the public. The College publicly disclosed its June 2011 sanction of Probation from the ACCJC on its website.

The College complies with the Commission Policy on student and public complaints against institutions in that policies and procedures for handling student complaints are published in a variety of ways. The College has not had any complaints referred to the Commission in the last six years.\(^{19}\)

The College website includes information on how the public may make complaints to the commission. In addition, the College posted the information on Third-Party Comment in a timely manner as part of the 2016 institutional self-evaluation report process.\(^{20}\)

The College communicates its educational quality and institutional effectiveness to the public through both the Student Success Scorecard available on the state Chancellor’s Office website and the College’s Annual Report, which is distributed throughout the District and available on the College website.

**Prior Approval of Substantive Changes**

The College has sought Commission approval of substantive changes since the College’s last self-evaluation. The College’s Substantive Change Proposal was approved. The ACCJC approval letter is posted on the College website.

The College complies with all of the Commission’s Eligibility Requirements, Standards, policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

**Analysis and Evaluation**

The College meets the standard. The information the College provides in its accreditation reports and on its web site fulfills the Federal Regulations regarding Institutional Disclosure concerning its accredited status.

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

**Supporting Evidence**

- Administrative Policy 3200
- Follow-Up Report 04-22-14
- Follow-Up Report 03-15-15
- Evaluation Team Reports
- 2011 ACCJC Notice of Accreditation and Accreditation Action Letter
- College Accreditation webpage
- June 2011 sanction of Probation
- Third-Party Comment Form
- Complaints to the commission

\(^{19}\) Eligibility Requirement 21 Integrity in Relations with the Accreditation Commission Compliant.

\(^{20}\) Compliant, Policy on Public Notification of an Evaluation Team Visit and Third Party Comment.
I.C.13 *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

**Evidence of Meeting the Standard**

The College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The College describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. The College responds to all requests and meets timelines in order to comply with regulations and statutes.

The College’s past history with external agencies demonstrates integrity in its relationships with those agencies. The Statement of Accreditation Status is posted on the College website’s [Accreditation webpage](#) as are all relevant accreditation reports, letters, and substantive change proposals. The College advocates honesty and integrity in its relationships with external agencies by complying with their regulations, statutes, and reporting requirements. These agencies include the following:

- California Community Colleges Chancellor’s Office
- U.S. Department of Education, California Student Aid Commission
- National Association of Student Financial Aid Administrators
- Higher One (for financial aid disbursement services)
- Office of Administrative Law, California Code of Regulations (*Evidence of compliance includes submission of legally required plans including Comprehensive Master Plan, Educational Plan and Facilities Plan, Equal Employment Opportunity Plan, Student Equity Plan, Student Success and Support Program Plan, Transfer Center Plan, Experiential Education Plan, Extended Opportunity Programs and Services Plan, approved courses and programs*)

- California State Department of Social Services (*for Child Development licensing*)
- California Work Opportunity and Responsibility to Kids (CalWORKs) (California Department of Social Services) (*Reporting requirements include annual renewal budgets and program design designations. The College must also demonstrate collaboration with the county Department of Health and Human Services and close out each year with a year-end report and budget close-out.*)
- California Department of Veterans Affairs
- California Community College Athletic Association
- National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)

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21 Compliant, Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

22 Compliant, Policy on Rights and Responsibilities of ACCJC and Member Institutions.
The College complies with the regulations, statutes, and reporting requirements of the following program-specific accrediting agencies, which are also listed on the each program’s webpage.

- **Specialized program accrediting agencies**
  - Bureau of Real Estate
  - California Consortium of Addiction Programs and Professionals
  - Board of Barbering and Cosmetology
  - Dental Board of California

In addition, the College complies with all regulations and financial reporting requirements of agencies that oversee various grant programs. The College describes itself in consistent terms to all of its accrediting agencies. The College’s documented history with external agencies demonstrates honesty and integrity in its relationship with those agencies. Examples of agencies and reporting include:

- **Chancellor’s Office**
  - Adoption of Institutional Effectiveness Partnership Initiative (IEPI)
  - Student Success Scorecard
  - CCC Curriculum Inventory Programs Report
  - CCC Curriculum Inventory Courses Report

- **U.S. Department of Education (USDE)**
  - Public Notification of an Evaluation Team Visit and Third Party Comment (see Section F, Rights and Responsibilities of the Commission and Member Institutions)
  - Standards and Performance with Respect to Student Achievement (see Section B, Student Achievement Data and Institution Set Standards; see Standard I.B.3)
  - Credits, Program Length, and Tuition
  - Transfer Policies (see Section F, Transfer of Credit; see Standard II.A.10)
  - Distance Education and Correspondence Education (see Section F, Distance Education and Correspondence Education; also see Standard II.A)
  - Student Complaints (see Section F, Student and Public Complaints Against Institutions; also see Standard II.B)
  - Institutional Disclosure and Advertising and Recruitment Materials (see Section F, Institutional Advertising, Student Recruitment, and Representation of Accredited Status)
  - Title IV Compliance (see Section F, Contractual Relationships with Non-Regionally Accredited Organizations and Institutional Compliance with Title IV)

- Compliance with other external agencies’ regulations and statutes

**Analysis and Evaluation**

The College meets the standard. The College employs multiple methods to describe itself to external agencies, including the catalog, website, annual and midterm reports, program specific self-studies, and planning documents. Since its last Self-Study Report, the College
has submitted and received approval for all required reports. It has responded appropriately
to all requirements within the time period stipulated by the ACCJC. Information regarding
this compliance is communicated consistently to all external agencies. The College fully
complies with the requirements of the standard and of Eligibility Requirement 21, Integrity in
Relations with the Accrediting Commission.

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

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

**Evidence of Meeting the Standard**

As a publicly funded, open-access institution, the College does not have any external
investors or parent organizations seeking profit from College operations or programs. The
San José City College Foundation, a California nonprofit corporation, receives and
administers gifts and grants on behalf of the College through a partnership founded in 1982.
The **SJECCD Foundation** supports students “by funding their pursuits toward higher
education and providing the resources to help guide them toward success”.

The College has adopted a mission that prioritizes student learning and student achievement
as the College’s primary objectives. As discussed in Standard I.A.1, the mission very clearly
expresses a commitment to offering high quality education and assuring the College’s diverse
learners are well supported in achieving their educational goals. The College’s conflict of
interest policies, planning and resource allocation processes, and student success and student
equity initiatives, ensure the primacy of this commitment.

*Conflict of Interest Policies*

The primary duty and responsibility of the District Board of Trustees is to support the
mission of the College. Board members are prohibited from engaging in any activity that
conflicts with the College’s primary objective of maximizing student success.

The Board’s Conflict of Interest Policy, **BP 2710**, for example, prohibits Board members
from being “financially interested in any contract made by the Board of Trustees or in any
contract they make in their capacity as board members”. Additionally, per the Code of
Ethics/Standards Practice Board Policy, **BP 2715**, each year Board members are required to
pledge their adherence to fourteen standards of practice, including “resisting every
temptation and outside pressure to use [their] positions as community college board members
to benefit either [themselves] or any other individual or agency apart from the total welfare
of the San José/Evergreen Community College District”.

Finally, the 2008 Higher Education Opportunity Act conditions the eligibility of educational
institutions to participate in Title IV programs on the development, advertisement, and
administration of and compliance with a code of conduct prohibiting conflicts of interest for its financial aid personnel. The College’s officers, employees, and agents are required to comply with this code of conduct.

Planning and Resource Allocation Processes

The College’s planning and resource allocation processes, described in Standard I.B, are further evidence of the College’s ongoing dialogue about, and commitment to, improving student learning and student achievement.

Program Review focuses on how well programs advance the College’s mission and improve student achievement and learning. Resource allocation processes link program reviews and institutional objectives to the resources needed to accomplish the institutional goals identified in the Educational Master Plan. Priority is given to Program Review resource requests that support achievement of the College’s institutional goals and objectives.

The Final Budget Fiscal Year 2015–16 reflects the Board of Trustees’ priorities, institutional priorities, and the 2013 - 2017 Strategic Goals. The Educational Master Plan guided the development of the strategic plan, which identifies the specific actions the District intends to take to achieve the five institutional goals and their objectives.

Student Success and Student Equity Programs and Initiatives

The District Board of Trustees’ commitment to assuring student success and student equity in educational programs and College services is evidenced through the following College programs (BP 5300):

- **BP 5150**: stipulates that the Extended Opportunity Programs and Services (EOPS) program provides student services to assist students who have language, social, and economic disadvantages to succeed academically.
- **BP 5140**: stipulates that the Disabled Students Program and Services (DSPS) program facilitates equal educational opportunities for students with disabilities who can profit from instruction.
- The **Student Equity Plan** identifies goals to improve academic outcomes for targeted groups as well as the initiatives the District will undertake to achieve those goals. The plan assesses outcomes in what the California Community Colleges Board of Governors policy on student equity has defined as five key success indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer.
- The **Student Success Plan** establishes student achievement goals and initiatives the District will undertake to increase student persistence, decrease students on probation and academic disqualification, and increase the success rate of SSSP students by the end of spring 2018.

The College’s policies, practices, and adopted codes of conduct demonstrate that delivering high quality education is paramount to other objectives. The College’s commitment to student learning and student achievement are documented in the following:

- Board policies (BPs) and administrative procedures (APs):
  - **BP 1200: District Mission**
**Analysis and Evaluation**

The College meets the standard. Student learning, support, success, and achievement are at the heart of all College efforts. The College is a publicly funded, open-access community College that functions for the benefit of students. It does not generate financial return for investors or contribute to any related parent organization. The processes by which the College ensures its commitments to high quality education, student achievement, and student learning are described in detail in other sections of this report. For example, the schedule and curriculum, including appropriate course offering sequences, are based on student need and demand and directly support student learning. The relationship between the College schedule and student need is described in detail in Standard II.A. A key mechanism that ensures student learning and student achievement are paramount is through the linkage of outcomes assessment, Program Review plans, strategic planning, and resource allocation. These processes are described in detailed in Standards I.B.5 and I.B.9. Finally, donations and other revenue generated through the College Foundation and District Auxiliary Services are allocated to provide student scholarships.

The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.
Standard II.A. Instructional Programs

II.A.1: All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Alignment with College Mission and District Core Values

The Mission Statement of San José City College serves as the foundation for the programs and courses offered by the College. To support students in the achievement of their educational, employment, and life-long learning goals, the College provides a wide range of two-year degrees and certificates, transferable general education courses, career technical training, basic skills courses, and English as a Second Language instruction. This College commitment is reflected in the District’s mission and core values and aligns with the California Education Code on California Community College Mission. Further, the San José Evergreen Community College District Board policies direct the College to ensure that programs and curricula maintain a high standard of quality and remain pertinent to the needs of community stakeholders, including recent high school graduates, Veterans, returning adults, distance education students, basic skills learners, transitional students and lifelong learners, all of whom encompass the mission of the College. A full discussion of the College mission, educational purpose, and student population is detailed in Standards I.A.1 and I.A.2.

Reliance on Data

Data from the Fall 2014 San José Evergreen Community College District Fact Book demonstrates that student goals are accurately reflected in the mission. The largest proportion of students (37.62 percent) are seeking transfer, with the second and third largest populations seeking two-year degrees (5.49 percent) or career exploration (5.54 percent), respectively. The College works continuously to provide educational offerings that align with this student need. Currently, the College offers a robust array of courses that meet the General Education requirements for transfer to both the CSU and UC systems, as well as many private institutions. Students can also select from 47 Associate Degrees (11 of which are Associate Degrees for Transfer), as well as 27 certificates.

Chart 2: Fall 2014 Factbook

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>43.79%</td>
<td>43.75%</td>
<td>39.95%</td>
<td>37.83%</td>
<td>38.37%</td>
</tr>
</tbody>
</table>

23 ER 9 Educational Programs compliant
In terms of demographics, the College serves a diverse array of students. The largest student population (second only to “Other”) is represented by the Hispanic/Latino contingent (24.20 percent). In order to effectively serve this population, the College has actively pursued and received multiple Hispanic Serving Institutions (HSI) Program grants to pilot, and then institutionalize programs and services that are representative of best practices surrounding the academic success of Hispanic Students. Per the mission statement, the College also focuses on students who place into basic skills and ESL courses. Based on the 2015 Student Success Scorecard for the College, the lowest course attempted by 70.2 percent of first-in-college students in 2008-09 was at the remedial level or in ESL. In addition, successful completion rates of remedial or ESL students who entered in that same year are low and reflect the national crisis of an underperforming population of students who are unable to reach college level courses in English or mathematics. These data have sparked many conversations across campus and have led to inclusion of initiatives for basic skills and ESL students into the Basic Skills Plan, Student Equity Plan as well as the Student Success and Support Program (SSSP) Plan.

As an example, in evaluating the demographics of the College’s service area, it was determined that while many of the region’s residents enjoy an upper middle class lifestyle, thanks to the influx of technology companies, there is a considerable Hispanic population where close to half of all adults over the age of 25 do not have a high school diploma. With a community Hispanic population well over 30 percent, the College is addressing the opportunity gap through a summer bridge program and first year experience. The Title V Caminos grant, the Student Equity Plan, and the SSSP Plan have earmarked considerable funds to support this program to date.

Higher Education Standards

All courses, degrees, and certificates offered at the College are reviewed, analyzed, and refined by discipline faculty, academic deans, and the Institutional Policies and Curriculum Committee to ensure that they provide the academic rigor required by standards of higher education, are compliant with Title 5 regulations, are in fields of study appropriate to higher
education, are appropriate to the Mission Statement, and uphold the integrity of the College.

As described in greater detail in Standard II.A.2, these standards begin at the curricular level. The College maintains higher education through faculty-driven development, review, revision, and approval of course curricula, per requirements identified through Title 5 § 55002 - Standards and Criteria for Courses.

The College offers off-site, online, and hybrid classes (part in-class and part online) to meet the learning needs of its students. In all cases, the mode of delivery begins with consultation between faculty colleagues, per the curriculum process. Regardless of location and mode of delivery, all instructional courses—their Course Outline of Records and Distance Education Supplements—undergo a thorough review processes overseen by the Instructional Policies and Curriculum Committee (IPCC) and are approved by the Academic Senate before submission to the Board of Trustees, and ultimately, to the State Chancellor’s Office.

**Off-Site Partnerships**

With respect to off-site course offerings, the College provides instructional services at local educational institutions, such as Leland High School, one of the public high schools of San José Unified School District, as well as job training sites, such as the Center for Employment Training (CET), an institution accredited by the Council of Occupational Education dedicated to skill training and human development.

The partnership with Leland High School provides high school students an opportunity to earn both high school and college credit in subjects such as multivariable calculus and world languages. The College maintains strong ties with the CET in an effort to be responsive to community needs. For example, the Division of Humanities and Social Sciences coordinates course programming focused on Early Childhood Education courses at the CET. These courses give students credentials for employment in the early childhood education field and an entry point to consider further academic studies such as associate degrees or transfer. In return, students are able to access higher education instruction and take advantage of comprehensive support services such as transportation to and from the CET, textbooks, and transportation to and from their practicum sites.

In October 2014, the San José Evergreen Community College District and Milpitas Unified High School District completed a proposal for the development of the Joint Use 21st Century Post-Secondary Education Center, a community college campus tentatively scheduled for a three-acre plot of land in Milpitas, CA. Groundbreaking for the facility took place in November 2015 and concomitantly a team of faculty with the Vice President of Academic Affairs worked on educational programming for this site to ensure higher education standards and rigor are maintained, regardless of location of delivery.

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24 ER 11 Student Learning and Student Achievement compliant

25 Policy on Distance Education and Correspondence Education Compliant
Distance Education

To contribute to the quality and growth of distance education at the College, the Distance Education (DE) Committee is charged with developing policies and promoting practices that facilitate student success for the College’s online instructional programs and support services, including online, hybrid, and web-enhanced instruction for both credit and non-credit courses. For instance, in Fall 2014, the DE Committee recommended a Board Policy statement on the provision of quality distance education instruction, the recommendation of which was approved by the SJCC Academic Senate on November 18, 2014. Furthermore, the DE committee invited all 32 online and hybrid instructors to answer a three-question survey regarding a definition and examples of “regular, effective contact,” the feedback of which was used to support the development of the Academic Senate-approved.

Evidence that the DE committee reviews enrollment and success rates in online modalities can be found in the DE Committee Meeting minutes of May 04, 2015. General conclusions drawn included the fact that while distance education section numbers have increased, enrollments have not. However, it is notable that demographic comparisons illustrate that the College’s online students very closely mirror the face-to-face populations with the exception that there are increases in the 18-20 age range online course taking patterns.

An examination of student success rates in DE vs. face-to-face modalities has also been a source for discussion in the DE Committee and across campus. For example, the data below was shared at an English department meeting in Fall 2015. As a result, and in combination with success rates of DE students in English courses, the department voted to incorporate distance education as a standing item on every future department meeting agenda.

Chart 3: Distance Education

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of DE Sections</th>
<th>Proportion of DE sections to total number of sections</th>
<th>Distance Ed Success Rates</th>
<th>Face to Face Control Group Success Rates</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>67</td>
<td>3.40%</td>
<td>64%</td>
<td>61%</td>
<td>-3%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>110</td>
<td>5.94%</td>
<td>61%</td>
<td>62%</td>
<td>1%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>115</td>
<td>6.08%</td>
<td>61%</td>
<td>62%</td>
<td>1%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>124</td>
<td>6.52%</td>
<td>61%</td>
<td>65%</td>
<td>4%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>124</td>
<td>7.17%</td>
<td>59%</td>
<td>65%</td>
<td>6%</td>
</tr>
</tbody>
</table>
For this comparison, only sections with both online (and/or hybrid) and face-to-face sections were included.

Source: CROA Student Success Analytics Report: Online Campus comparisons

In spring 2016, ACCJC approved the College’s Substantive Change Proposal to offer 46 degrees and 22 certificates at 50 percent or more via distance education. As described in the proposal, the College offers distance education courses primarily for courses within the General Education pattern, as opposed to expansion of online offerings in specific majors. The 22 certificates that students may complete more than 50 percent online are the result of specific planning on the part of faculty.

Delivery through distance education formats are undertaken because of faculty deliberations and conversations about increased accessibility and flexibility for working students, methods of instruction, enrollment trends, and appropriateness of subject matter for distance education delivery. In all cases, these certificates are within areas that have demonstrated robust program vitality, per the Program Review process. All courses offered for these certificates were proposed by department faculty and were vetted through curriculum processes that consider pedagogy, human resources, financial and physical space limitations, as well as administrative oversight and student need.
**SLO Achievement**

All programs and courses have identified Student Learning Outcomes (SLO)\(^{26}\) as the basis for determining student mastery of course content.\(^{27}\) Appropriate methods of evaluation are used as assessment of student achievement of SLOs.

Competencies in skill and knowledge gained by students at the institutional, program, degree, and course levels at the institution are of primary focus for the College.\(^{28}\) The College has developed, identified, and made publicly available learning/area outcomes at all aforementioned levels. At the institutional level, the Student Learning Outcomes Assessment Committee is charged with leading efforts to assess measurable learning outcomes. These assessments have been conducted on a yearly basis since 2011. For example, in Fall 2015, the College assessed the Institutional (aka GESLO) SLO related to Communication: “Students will communicate effectively, including reading, writing, listening, and speaking.”

At the program and course level, all Program Review forms regardless of service area are heavily weighted toward an analysis of student learning outcomes. For example, Part Three of the Comprehensive Program Review for Academic Affairs, “Program Improvement/Analysis and Assessment,” asks departments to outline how program and course-level student learning outcomes are assessed. Generally, full-time faculty members lead in developing the assessment tool, with feedback and consultation from adjunct faculty. At least one course SLO is assessed each semester, with data forwarded to the full-time faculty member for compilation and entry into TracDat, the College’s SLO assessment repository. A typical description of the process can be found in the 2014-15 Comprehensive Program Review for the Fine Arts Department. On page 25, the program also describes an example of how the course SLO revision process helped the department align courses better and create a shared set of vocabulary. This, in turn, improved students’ abilities to communicate about art.

The primary vehicle for discussion of results and identification of next steps is within Program Review. Communication of results and discussion of identified next steps generally takes place at the designated Professional Development Days on the campus. Other forms of internal communication include email dialogue and regular department meetings.

Further, Program Review also requires departments to provide details on how student learning outcome assessments and data review have been utilized to improve instruction. For example, in the Journalism department, the instructor moved away from surveys and quiz questions as a means of assessment as a result of the assessment’s failure to prompt any change in her teaching. With a movement toward more assignments that embedded SLOs in a deliberate way, the instructor was able to better monitor student achievement of SLOs and observe the level of skill students exhibited in applying their understanding in a variety of assignments.

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\(^{26}\) See, ACCJC, Accreditation Standards, Cross-Walked, with Glossary Terms (June 2014)

\(^{27}\) ER 11 Student Learning and Student Achievement compliant

\(^{28}\) Definition of Student Learning, ACCJC Standards, Cross-walked with Glossary
Effective Spring 2015, faculty are required to submit a self-evaluation as a part of their faculty evaluation process, detailing their participation in SLO assessment for the courses they teach or the services that they provide. These self-evaluations demonstrate the commitment of the faculty to the culture of SLO assessment and serve to provide a picture at the individual level of how SLO assessment impacts teaching and learning. In many cases, instructor reflection is the driver for instructional changes that take place every day in the classroom.

Student Success Achievement

In addition to assessing learning at the course, program, and institutional levels, the College measures educational milestones at defined points of completion, including successful course completion, certificates and degrees, licensure examination passage, post-program employment, and other similar elements.29

Employment Achievement and Licensure Examination Pass Rates

The College’s Career/Transfer Center provides career assessment, career exploration, major exploration, career planning, transfer planning, resources, and assistance to students. In addition, the College makes use of the State Chancellor’s office Salary Surfer to help guide students to vocations that meet their interests and professional objectives. The College also makes information regarding Gainful Employment Data readily available to students on the College website.

Outcomes assessments also track employment trends, needs, and gains. Programs may track employment data through the Chancellor’s Office Data Mart, which provides median salary wage data for select programs. In addition, the College’s Perkins Core Indicator Reports provide general information regarding job rates in comparison to the statewide rates. As evidenced by the table below, the College remains within range of the statewide rates, although in recent years the College’s employment rates have slightly outperformed those of the state.

Chart 4: CTE Employment Rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>San José City College</td>
<td>69%</td>
<td>73%</td>
<td>69%</td>
<td>69%</td>
<td>79%</td>
</tr>
<tr>
<td>Statewide</td>
<td>63%</td>
<td>64%</td>
<td>73%</td>
<td>72%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Source: Core Indicator Reports/Summary Core Indicators by TOP Codes https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx

29 See, Definition of Student Achievement, ACCJC Standards, Cross walk and Glossary.
These employment rates are part of the basis for establishing the College’s Institution-Set Standards with respect to Employment Rates. The College has defined Institution-Set Standards for three programs for employment rates: **Cosmetology and Esthetics, Dental Assisting, and Emergency Medical Services**. Further, individual programs conduct surveys of graduates in their programs as benchmarks for achievement. For example, the Dental Assisting Program, which prepares students to become eligible for licensure as a Registered Dental Assistant (R.D.A) tracks students’ job placement. Every student in this program—in all—in the 2016 cohort obtained employment before their July 2016 graduation. Another example can be shown in the Medical Assisting Department where 80 percent of students obtain job offers directly through their externship site training.

Although the ad-hoc committee of the Academic Senate does address Institution-Set Standards, the College would benefit from a more direct process whereby Institution-Set Standards are regularly revisited, analyzed, and evaluated for appropriateness as part of the planning process. Further, access to the data is available upon request, rather than systematically distributed across programs as an embedded element of the Program Review process. To address these challenges, Institution-Set Standards are being revised and developed by an ad hoc committee consisting of the Vice President of Academic Affairs and four faculty members. The goal of the committee is to derive decisions based on empirical data. Once approved by the Academic Senate and the College Advisory Council, these standards will become part of Program Review, whereby programs will be able to compare their performance in relation to overall College performance.

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30 Checklist: Standards and Performance with Respect to Student Achievement Bullet 2
The College has implemented an additional strategy: in fall 2015, the College finalized a MOU to participate in the CTE Employment Outcomes Survey, conducted by the Research and Planning Group of the State Chancellor’s Office of California Community Colleges, in an effort to further increase the College’s understanding of student progress and successes post College. The survey provides information on employment outcomes for students who have participated in career technical (CTE) programs in the California Community Colleges, including whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and why students dropped out of CTE programs. Data is expected to be available in 2017 and will include critical data points such as numbers of completers (have received a vocational/CTE award that is Chancellor’s Office approved and are enrolled in 0-5 units in the following semester), terminal certificates (received a vocational/CTE award of at least six units that is not Chancellor’s office approved and not enrolled in the following semester) and skills builders (completed nine units). Using this data, the College will be able to better market its programs to the community and also continue to ensure that curriculum aligns to industry need.

With respect to licensure pass rates, the College has identified Institution-Set Standards for state and national examinations required for employment in the areas of Cosmetology and Esthetics, Dental Assisting, and Emergency Medical Services. Pass rates in these areas consistently meet or exceed standards.

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition of the Measure</th>
<th>Annual Institution Set Standard (IEPI goal for 2013-2014)</th>
<th>Stretch Goal (DO Balanced Scorecard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Degrees Awarded</td>
<td>Number of Associates Degrees</td>
<td>577 571</td>
<td>384 397 564 571 594 502</td>
</tr>
<tr>
<td>Number of Certificates Awarded</td>
<td>Number of Chancellor's Office approved certificates</td>
<td>450 446</td>
<td>190 220 310 446 402 313.6</td>
</tr>
<tr>
<td>Number of students transferred</td>
<td>Number of students who were enrolled at SICC and transferred to a 4 Year institution</td>
<td>545 552 463 515 503 515.6</td>
<td></td>
</tr>
</tbody>
</table>
**Degree, Certificate, and Transfer Achievement**

The College ensures that students can progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions through the tracking efforts undertaken by the Office of Research and Institutional Effectiveness. These goals are supported and upheld by the Board of Trustees, as evidenced by the Board of Trustees Ends policies focused on Career Development, Transferability, College Readiness, and Student Success. The Ends policies served as the impetus for discussion at the 2015 Deans Academy and two follow-up dean retreats and helped to shape and unify the deans’ annual goals with respect to positively affecting student success. The Quarterly Ends Policy Dashboards provide periodic updates on progress toward identified goals. The March 2015 Quarterly Monitoring Report indicates that one goal (Student Success) has been met, two others (Transferability and College Readiness) at 80-89 percent of reaching the target, and Career Development at 70-79 percent of meeting the target.

In **2014-2015**, students earned 571 associate degrees, 450 certificates, and achieved a six-year transfer rate of 38.3 percent. Per the most recent Student Success Scorecard, students tracked from 2009-2010 through 2014-2015 achieved an overall completion rate of a degree, certificate, or transfer-related outcome at 46.4 percent.

An ongoing articulation process at the College is in place for transfer courses with baccalaureate degree-granting colleges and universities, which is initiated by discipline faculty who develop the curriculum, academic deans, the Articulation Officer, and the Articulation Specialist. In addition to maintaining an updated list of all the College’s articulation agreements, the Articulation Specialist tracks all articulation attempts and associated dates. Further, the College is committed to pursuing the development and awarding of associate degrees for transfer and is supported in these efforts by the Board of Trustees, per Board Policy BP 4021.2 AA-Transfer and AS-Transfer Degrees. In fact, the College has fulfilled the requirements of the State Chancellor’s Office for development of Associate Degrees for Transfer (ADTs). 31

The College is committed to establishing clear and efficient pathways for students to achieve identified academic goals beyond degrees and transfer. Given that the College has a highly developed and diverse array of career and technical education offerings, a demonstrated need existed to boost services and enhance programs in this area. Evidence to suggest a need for support include data from the Student Success Scorecard showing students enrolled in Career and Technical Education (CTE) courses complete certificates at a rate of 48.8 percent. Trend data from the Scorecard also highlights a declining trend in CTE achievement over the past five years.

As a result, all CTE disciplines have developed major sheets for each program of study. These documents are distributed at every opportunity to new and current students enrolled in CTE courses. In fall 2015, the College approved the hiring of an Associate Dean for Business and Workforce Development; this position was filled in spring 2016. In addition, the College has dedicated 1.5 counselors to specifically focus on educational planning for 31 ER 11 Student Learning and Student Achievement compliant
CTE students, due to an examination of success rates of students enrolled in CTE programs. Through the development of the 2015 Student Equity Plan, data analysis determined that males were disproportionately impacted by lower completion rates in CTE programs, prompting a need to increase access for these students through increased educational planning and support. The CTE counselors are housed in the same building as the Business and Workforce Development division, providing easy access for students. In the initial rollout of this division-specific counseling model, all students enrolled in Cosmetology and Esthetics met with a counselor to complete individualized educational plans. The second phase encompassed all students enrolled in the dental assisting program. Phase three involves focused visits with new incoming students for all programs as well as walk-ins for all other areas in CTE.

**Analysis and Evaluation**

The College meets the standard. All instructional programs regardless of modality, align with the College’s mission, are appropriate to higher education, and result in students’ achieving the identified learning outcomes necessary to transfer, earn certificates or degrees or support career development. The College has made strides in providing data to support decision-making. The development of the Student Equity Plan as well as the Institution-Set Standards came through the review and analysis of student achievement. Sources such as the Student Success Scorecard, Data Mart, the Perkins Core Indicator reports, and the College’s own student database have helped guide initiatives and activities at the College in support of student success. Through the evaluation of institutional data, the College continuously strives to address student need through general education coursework, associates degrees, associates degrees for transfer, certificates, and basic skills. The College has created an Action Project in the Quality Focus Essay to address the need for a more systematic manner of sharing data campus wide, as well as creating an Office of Institutional Effectiveness which will focus on increasing the use, assessment and development of Institution-Set Standards.

The analysis of the functional map with respect to the Workforce Institute indicates that the delegation of duties between District and College is appropriate.

**Supporting Evidence**

- SJCC Mission Statement
- SJCC College Catalog, 2015-16
- SJECCD Mission
- BP 1400 District Core Values
- California Education Code on California Community College Mission
- San José Evergreen Community College District Board policies
- San Jose Evergreen District Fact Book-2014
- SJCC General Education Course offerings – 2015-16 SJCC College Catalog
- AA- and AS- Transfer Degrees
- Demographic Data- District Fast Facts 2014-2015

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32 Policy on Distance Education and Correspondence Education Compliant
Student Success Scorecard – Remedial-ESL
2015-2016 Student Equity Plan
2015-2016 Student Success and Support Program Plan
Course Degree and Certificate Review and Approval San José City College
Offsite-online SJCC College Course Schedule
Course Review and Approvals San José City College
Distance Education Supplement-CurricUNET DE Supplement
Instructional Policies & Curriculum Committee Charge
Center for Employment Training
Joint Use 21st Century Post-Secondary Education Center
Academic Senate Meeting Agenda December 15, 2015
Academic Senate Meeting Minutes November 18, 2014
SJCC Instructor Regular Effective Contact Policies and Procedures guidelines
DE Meeting Minutes – May 4, 2015
Substantive Change Approval
Student Learning Outcomes Assessment Committee website
Assessment GESLO-SLO Communication Fall 2015
Comprehensive Program Review Form Student Affairs 15_16
Annual Program Review Form Administrative Services 15_16
Comprehensive Program Review Form Academic Affairs 15-16
Fine Arts Comprehensive Program Review – p. 25
Samples of PDD agendas that include SLO department discussions
Journalism Comprehensive Program Review
Faculty Self Evaluation Component
SJCC Career Transfer Center
Salary Surfer State Chancellor’s Office
Gainful Employment Disclosure Report SJCC
Data Mart Median Salary Data
EMS, DA, COS 2014 ACCJC Annual Report #20
Dental Assisting Annual Program Review – 2015-16
Medical Assisting Annual Program Review-2015-16
EMS, DA, COS 2014 ACCJC Annual Report #20
Deans’ Academy Agenda
2014-15 Fast Facts -San José Evergreen Community College District
Student Success Scorecard – Degree Transfer
Associate Degrees for Transfer (ADTs)
Student Success Scorecard – Career and Technical Education
ADT Progress Report 07-28-16
2016 CTE Trends-2016 Student Success Scorecard –Data
2015-2016 Student Equity Plan
BP 4020 Program and Curriculum Development
Steps in Degree & Certificate Review and Approval
Instructional Policies & Curriculum Committee (IPCC) Charge
CurricUNET
Comprehensive Program Review Form Administrative Services 15-16
II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Academic Standards

Per Board policy BP 4020: Program and Curriculum Development, the Academic Senate and College faculty play a central role in program and curriculum development. As its name indicates, the Instructional Policies and Curriculum Committee (IPCC), which reports directly to the Academic Senate, oversees and approves the College’s instructional policies and curriculum. In collaboration with division deans, faculty design new courses and revise existing ones in compliance with Title 5 regulation Section 55002 and guidelines provided by the Academic Senate of the California Community Colleges. The faculty and respective deans determine the suitability of the delivery mode of a course according to its content and the target student group. Regardless of modality, all sections of a course are based on the same course outline and student learning outcomes, and the same degree of rigor is expected whether taught totally online, as a hybrid, or face-to-face. The Distance Education portion of the course outline, which undergoes a separate curriculum approval process, Chapter 2 of the Distance Education Handbook indicates how regular effective contact will take place between instructor and student and the particulars of online delivery methods, methods of evaluation, and compliance with ADA guidelines. The College’s substantive change proposal to offer 50 percent or more of degree requirements through distance education further details the College’s compliance with this standard and was approved by the ACCJC in spring 2016.

New programs are designed through the collaboration of faculty, division deans, the Vice President of Academic Affairs, and in the case of Career Technical Education programs, local advisory boards. The proposal of the new program is submitted to the Academic Senate to explain the need for the program, its appropriateness to the College mission, how it meets curriculum standards, the availability of adequate resources, and compliance with relevant codes and regulations. After Senate approval, the Technical Review Committee reviews the proposal along with other documentation required by the State Chancellor’s Office. The Instructional Policies and Curriculum Committee (IPCC) then completes a full review.

Certificates and degrees are reviewed and approved by IPCC when they are first created. They are also reviewed and approved if changes are made that require approval from the State Chancellor’s Office, such as changes in the courses or number of units. Otherwise,
periodic review of certificates and degrees is carried out within the context of Program Review.

The Technical Review Committee of the IPCC provides guidance to faculty and deans during course and program development to ensure that state and federal regulations are followed and to ensure that courses will be approved by the District Board of Trustees and the State Chancellor’s Office. The IPCC adheres to Title 5 Regulations as explained in the Program and Course Approval Handbook of the California Community College Chancellor’s Office and is guided by the State Academic Senate’s Course Outline of Record: A Curriculum Reference Guide.

The IPCC coordinates the revision of courses every five years in accordance with state guidelines to ensure that course content is current and reflected in its SLOs. The College Curriculum Coordinator alerts deans and faculty when courses need revision, if they are currently out of date, or if they have not been offered within the prior two years. Courses Evidenced by an email from the Vice President of Academic Affairs courses found to be out of compliance with state guidelines are no longer scheduled.

Improvement through Evaluation: Program Review

As outlined in the Program Review Handbook 2015-16, Program Review is a robust process that results in pedagogical improvements driven by dialogue and professional development, curricular change and/or improvement, and resource allocation to close identified gaps in areas such as student achievement, service to students, and staffing. The process also undergoes a yearly review to ensure continuous quality improvement. Specifically, the Program Review process captures assessments pertaining to program currency, appropriateness within higher education, enrollment (including FTES, WSCH, headcount, seat count), teaching and learning strategies and modality, student achievement (persistence, retention, success) and student learning outcomes. Per the Program Review Handbook, all instructional, student, and administrative areas are required to adhere to the Comprehensive Review Cycle. Programs receive a Proficient rating when the Program Review report meets requirements at proficiency levels set by the Program Review Committee, thus demonstrating it is enhancing the quality and currency of the program. Programs that do not receive a Proficiency rating jeopardize their requests for resource allocations.

The Program Review cycle constitutes four years and is comprised of an Annual Program Review for three years and a larger Comprehensive Program Review in the fourth year. Program Reviews use data from a variety of sources including TracDat (the College’s repository for SLO assessments), student surveys, and labor market data. Program Review data sheets provided by the Office of Research and Institutional Effectiveness include information on capacity, completion and success rates, weekly student contact hours, total FTEs, total FTEF, and demographics.

Use of data is necessary in order to complete a Program Review. For example, Part One of the Comprehensive Program Review Form for Academic Affairs asks for enrollment numbers and how these numbers impact the program. Faculty also consider issues of equity within the context of student success by reviewing success, retention, and persistence rates for their program and then considering whether there were any significant differences by gender, age, or ethnicity. The 2013-14 Chemistry Department Program Review is an example
of how an examination of disaggregated data has supported the development, implementation, and expansion of the Peer Led Team Learning (PLTL) program, a learning and leadership program where weekly workshops for students enrolled in primarily STEM courses are facilitated by METAS Program peer leaders. Since fall 2011, the program has grown from approximately 169 participants to 343.

Pedagogical improvement is also an integral aspect of Program Review. For example, the Physical Sciences department assessed a critical thinking PSLO in fall 2014 and spring 2015. Despite strong results in the first round, the department worked to include more projects related to critical thinking, and results were even stronger in spring 2015.

In addition, the Program Review process mandates that programs articulate alignment of the program to higher education. Part One of the Comprehensive and Annual Program Review Forms for Academic and Student Affairs asks that each program describe the program components, function, and purpose. It is here that programs address the appropriateness of the program within higher education.

For Career and Technical Education programs, an evaluation for currency must be completed every two years. This cycle is accomplished through yearly or twice yearly meetings with each program’s Advisory Board. These meetings are designed to collect feedback from industry partners regarding the effectiveness of the curriculum and any proposed changes or adjustments to content.

Program Review reflection is rooted in an understanding that courses and programs support the College mission. This applies to all programs, identified as part of Academic Affairs, Student Affairs, or Administrative Services. Part One of each of the three types of Program Review templates asks programs/areas to describe program goals, learning outcomes and/or area outcomes, and how they support the College’s mission.

Results of Program Review planning are used for institutional planning purposes, as evidenced by the Academic Senate’s use of program reviews in recommending full-time faculty positions through the Academic Senate’s Hiring Priorities Request form. In addition, the Integrated Planning Model illustrates how Program Review is embedded into the integrated planning for the College.

Program Review is also the vehicle by which programs evaluate their relevancy to the College, community, and the labor market. One example from the 2014-2015 Comprehensive Program Review from the Medical Assisting Program highlights the program’s examination of its relevance to local employment, its use of data in decision making and continuous quality improvement, its examination of labor market trends, and its efforts to plan for the future. Another example of how College programs continuously review labor market trends is from the guidance of their business and industry-drawn advisory committees to keep curriculum updated and maintain relevance within their specific fields. The Program Review document attempts to capture all efforts in these areas for programs across the campus.

Improvement through regular evaluation is a widespread goal for the College. For example, the Disabilities Support Program and Services (DSP&S) engages in constant discussion with
various campus constituents regarding its commitment to collaborate with programs in support of student learning. The 2014-2015 Comprehensive Program Review for DSP&S illustrates how accessibility, safety, and line of sight requirements for the College’s Adaptive Physical Education classroom/facility were identified in 2013-14 and were met in the spring 2015 intersession through the process of Program Review.

The Program Review Committee also supports the College’s commitment to continuous quality improvement through a yearly self-evaluation of its processes. These evaluations have resulted in resolutions to make modifications to the Program Review form itself, as well as strategically planning timelines for data requests and report submissions that work in concert with the Strategic Planning Committee and the Finance Committee.

If evidence demonstrates that a program may no longer be viable due to low enrollment, lack of adequate funding, non-compliance, or other criteria, the Program Viability Review Policy and Procedure is utilized to convene an ad hoc review committee for the purpose of determining an appropriate plan of action. Post-review recommendations include program suspension, discontinuance, or revitalization. Whatever the resulting decision, the impact on students and employees is a major consideration.

To stay current of changes in state and federal regulations, selected members of the IPCC attend the annual Curriculum Institute sponsored by the State Academic Senate. They communicate relevant information to faculty and administrators and provide workshops on areas of interest, such as how to design or revise a course and how to use the CurricUNET curriculum management system, adopted by the College in 2014.

Strategic Planning

The Strategic Plan guides decision-making and activities that support improvement of institutional effectiveness and student learning and success. Per the Strategic Planning Committee’s purpose, strategic planning at the College is sound, collaborative, evidence-based, and sustainable. The committee supports the systemic and ongoing evaluation of the College’s Strategic Planning Key Performance Indicators (KPIs), which are discussed at an all campus levels and reviewed on a regular basis. For example, the 2014 Strategic Planning Retreat involved an in-depth discussion with campus stakeholders on the KPIs and proposed targets. Proposed revisions were then shared with the campus at the Fall 2014 Professional Development Days for review, suggested edit, and voting.

Analysis and Evaluation

The College meets the standard. The College is committed to continuous quality improvement through regular evaluation of identified student learning outcomes. All instructional programs actively participate in program review, which is the primary vehicle through which faculty work to assure currency, reflect on teaching and learning, and promote student success. Through the Program Review process, the College demonstrates commitment to student success through the following:

- Identification and improvement of pedagogy and methods in courses and programs.
• Observation of effectiveness of curriculum design and implementation to support student achievement of outcomes.
• Identification of resources that can be allocated or reallocated to support learning.

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

Supporting Evidence

BP 4020 Program and Curriculum Development
IPCC Webpage – Charge, Responsibilities, Membership
Course approval – process CurricUNET page
Course Review and Approval Process
Title 5 Section 55002
Faculty Distance Education Handbook
Substantive Change Proposal to Offer 50%
ACCJC Substantive Change Proposal Letter
Advisory Boards-2015-2016 San José City College Catalog Chapter Ten
Steps in New Program Review and Approval Process
Degree and Certificate changes submitted to Chancellor's Office
Sample email of Technical Review Committee meeting
Program and Course Approval Handbook (PCAH) Fifth Edition 2013
Course Outline of Record (COR) A Curriculum Reference Guide
SJCC Active Course List
Email from VPAA regarding courses out of compliance 2015
2015-2016 San José City College Program Review Handbook
2015-2016 Comprehensive Program Review Laser Technology – Part One Section 5
Laser Technology Annual Program Review 2014-2015 - Curriculum Information
2015-2016 Comprehensive Program Review – Academic Affairs
Program Review Committee
TracDat
Student Survey-LimeSurvey
Labor Market Info-EDD
Program Review Data Sheet sample—Administration of Justice
PLTL Success Rates - Chemistry Comp Prgm Rev
METAS Program Comprehensive Program Review 2015-16
Annual Program Review – Physical Sciences
Annual Program Review Form Student Affairs 15_16
Advisory Boards-2015-2016 San José City College Catalog Chapter Ten
2015-2016 Comprehensive Program Review –Student Affairs
2015-2016 Comprehensive Program Review – Administrative Services
Academic Senate Hiring Priorities Request Form
Medical Assisting Comprehensive Program Review 2014-2015 (extract)
DSPS Comprehensive Program Review 2014-2015
Strategic Planning Committee
II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

All courses and programs have approved and current student learning outcomes that are evaluated regularly. Faculty are required to include program SLOs in the development of any new degree or certificate (BP4100). All current course outlines include student learning outcomes, and they are listed on all course syllabi.

Identification of Outcomes

The Instructional Policies and Curriculum Committee (IPCC) reviews all new and revised courses and programs to assure that student learning outcomes (SLOs) have been identified. The College also has identified General Education Learning Outcomes that are embedded within degrees and certificates at the program and course level. The development, refinement, and updating of student learning outcomes is faculty-driven. As of spring 2012, all courses had established SLOs. Program and GE SLOs are publicly available in the College Catalog and the College website. Course student learning outcomes are provided to students via the course syllabus at the beginning of each semester.

The IPCC closely examines SLOs to ensure that they are aligned with course content. Bloom’s Taxonomy is used as reference in the formulation of SLO measures to indicate appropriate levels of course rigor. The IPCC suggests as good practice that courses include no more than six SLOs to facilitate regular and comprehensive assessment within the Program Review cycle. The College relies on the CurricUNET curriculum management system as its official repository of all course outlines.

SLO Assessment

All student learning outcomes are assessed by faculty at the course, program, and general education level. All course, program, and general education SLOs are recorded and assessment results maintained in TracDat, the College’s official repository for student learning outcomes.
All areas of the College are required to participate in a comprehensive Program Review process. As such, areas are required to describe outcomes assessment and provide examples for how assessment results are used to guide improvement. With respect to instructional learning outcomes, faculty members collaborate at the department level to create, develop, refine and assess student learning outcomes. Faculty assess course SLOs each semester the course is offered. Program and General Education SLOs are assessed annually. Interpretation and analysis of the results is also faculty-driven as outlined in Board Policy 4000.

Dialogue on SLO assessment is robust. The primary vehicle for information exchange and documentation is in Program Review. In addition, the College hosts Professional Development Days, two in the fall and one in the spring, where a large proportion of the day is spent reviewing results of SLO assessments, identifying next steps if any, and selecting the next SLO to be assessed.

An example of how SLO assessment noted in Program Review resulted in resources being allocated can be found in the 2011-2012 Annual Program Review for the ESL Department. The department’s Program SLO on Technology was assessed via a survey to faculty regarding the technology expectations instructors communicated to students in their classroom. The survey results indicated that the dated technology in the classroom itself limited the instructor’s ability to promote the use of technology in the teaching and learning paradigm. As a result, the department reported these findings and identified a need for improved technology in the ESL classrooms. This documented finding resulted in the purchase and distribution of document cameras for all classrooms in which ESL is taught.

A second example of the effective use of Program Review to allocate resources can be found in the math department. Following the Fall 2015 Math Strategic Planning retreat, the math faculty identified Statway as one of the main initiatives endorsed by the program. As a result, a request for resources to participate in Statway was made and funds were allocated by the College to support the department’s need.

At the certificate level, the Medical Assisting program conducted an evaluation of the Patient Navigator program, a project that was developed and implemented in 2012 through a collaborative grant in partnership with Asian Americans for Community Involvement (AACI). In its original configuration, the certificate was built to align with the Emergency Medical Services program, but over the course of the grant an evaluation by key stakeholders resulted in a modification to instead align with the Medical Assisting degree pathway. Under the direction of the faculty coordinator, division dean and Vice President of Academic Affairs, the Patient Navigator certificate provides for a stacked credential leading to the Medical Assisting Degree.

At the degree level, the Physics department faculty evaluated the effectiveness of their program SLOs in collaboration with local employers and the department’s own expected outcomes for degree completers. As a result of this evaluation, the department determined that transferable skills, specifically proficiency in effective communication and public presentation, become one of the expected degree outcomes for physical sciences. This change involved collaboration with the Communication Studies department to ensure that instruction in the Physics Department on this topic was in alignment with the principles and
approaches taught in the Communication Studies department. The Physics Department shared their efforts at the Fall 2015 professional development day.

Course Syllabus

Per District Board Policy 4020.5, all students enrolled in courses receive a course syllabus that includes essential information, including learning outcomes. These learning outcomes are identical to those listed on the officially approved Course Outline of Record.

Analysis and Evaluation

The College meets the standard. Learning outcomes for courses, programs, and general education are assessed on a regular basis at the College. Results of assessments are regularly discussed at department meetings, via email, and at College Professional Development Days. Decisions made and next steps are documented in the College’s assessment repository, TracDat. In addition, outcomes are tied to the Program Review process at the General Education, Program, and Course level. With respect to curriculum, all approved course outlines include student learning outcomes. Students enrolled in courses receive course syllabi that include the learning outcomes listed on the official Course Outline of Record. With the creation of the eleven Associate Degrees for Transfer, an assessment of all degrees and certificates is now being conducted. The Vice President of Academic Affairs has identified this as an area of focus for 2016-17, including reviewing student learning outcomes with respect to student success and achievement.

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

Supporting Evidence

New Program and Course Review
Program and Course Review
GE SLOs
Bloom’s Taxonomy
Course Outlines of Record
www.tracdat.com
Program Review Handbook 2015-16
Board Policy 4000
ESL Annual Program Review 2011-2012 -Technology (extract)
Fall 2015 Math Strategic Planning retreat
Statway (2016-21 Math and Science Strategic Plan extract
Patient Navigator Certificate of Specialization
Physics-Transferable skills workshop
Board Policy 4020.5 Course Syllabi & SLOs

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.
Evidence of Meeting the Standard

Consistent with its Mission Statement, the College offers courses that “assist students of all ages and backgrounds in achieving their education, employment, and life-long learning goals.” The College mission is also consistent with the student population, given that approximately 70 percent of students enroll into a basic skills course each fall semester. In response to this need, faculty, in collaboration with division deans, develop pre-collegiate courses in basic skills and English as a Second Language following the same process for review and approval as for college-level courses. The College does not currently offer continuing and community education, study abroad, short-term training, or contract education.

Delineation of Basic Skills Courses

Per Board Policy 4020.3, pre-collegiate basic skills courses are designed to prepare students for college-level study. Board Policy 4020.4 further refines the separation of basic skills courses from degree-applicable courses. Basic Skills courses are delineated as approved by the District Board of Trustees and follow Title 5 guidelines as explained in the Program and Course Approval Handbook for non-degree applicable credit courses. Basic skills courses in math, reading, English, and English as a Second Language are indicated in appropriate fields in CurricUNET.

Support Mechanisms

In order to alert students to the rigor of a course, and to help them enroll in courses for which they are sufficiently prepared, prerequisites, co-requisites, recommended preparation, and advisory levels are included in the description of each course listed in the College Catalog and the Schedule of Classes.

During course development or review, faculty select the appropriate level of student preparation according to course content, SLOs, and required assignments. Course requisites are established following Title 5 sections 55002 and 55003. Reading, writing, and math advisory levels formulated by the Math and Language Arts Divisions are used by the Technical Review Committee to guide faculty in the selection of advisory levels. The Instructional Policies and Curriculum Committee encourages faculty to raise Advisory Write levels from 3 (completion of ENGL 92, one level below freshman-level English) to 4 (completion of freshman-level English) for courses that require research and essays as assignments and methods of evaluation.

Alignment of pre-collegiate level curriculum with college-level curriculum is established through regular review of course outlines and achievement of student learning outcomes. In the English department, the pathway from basic skills to college-level composition courses is established through the mapping of SLOs from the course to program level. In each case, the faculty, through a collaborative process, has identified the level to which mastery of an

33 See, ACCJC, Accreditation Standards, Cross-Walked, with Glossary Terms (June 2014)
34 See, ACCJC, Accreditation Standards, Cross-Walked, with Glossary Terms (June 2014)
outcome is expected. In addition, the English department has developed a rubric for evaluating student writing to determine readiness for college composition coursework.

In collaboration with the English department, the reading department SLO assessment process guides the alignment of instruction that prepares students for critical reading skills necessary for college-level text analysis. The reading department’s SLOs are largely focused on supporting students in their ability to summarize, paraphrase, infer meaning from context, analyze text, and apply critical reading skills.

The ESL department has historically maintained a focus on students with transfer goals. Recently, however, a student survey indicated that while transfer continues to represent the greatest percentage (34 percent) a notable percentage of ESL students enrolled in the program have identified career advancement as their academic goal (12 percent).

Chart 6: ESL Student Survey Fall 2015

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Total Number</th>
<th>Percentage (N=539)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Advancement</td>
<td>66</td>
<td>12.2%</td>
</tr>
<tr>
<td>AA/AS degree</td>
<td>130</td>
<td>24.1%</td>
</tr>
<tr>
<td>Improve English</td>
<td>153</td>
<td>28.4%</td>
</tr>
<tr>
<td>Transfer</td>
<td>181</td>
<td>33.6%</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

Source: ESL Student Survey distributed Fall 2015 to ESL Reading and Writing Courses

As a result, the department has incorporated components of technical reading and writing for its highest-level courses in an effort to address the changing needs of students. At the same time, the program is dedicated to continuing its work in preparing students well for the rigors of college-level composition, necessary for transfer and local associate degree graduation.

A recent BSI-sponsored project illustrates the ESL department’s commitment to promoting student success both in language and in college readiness. A review of the basic skills cohort tracker revealed very disappointing trends in student completions from all levels up to transfer. In fall 2015, the ESL 312 (Introduction to the Essay) and ESL 313 (Introduction to College Reading) instructors piloted an instructional change by consciously embedding psychosocial principles of OnCourse by Skip Downing presented in the Student Survey. The faculty selected from a menu of four principles, integrating strategies into the content of their teaching based on the results of the OnCourse Student Survey Results. Overall, faculty enjoyed the experience and reflected on how the experience brought unity across the levels involved in the pilot.

The math department embarked on a strategic planning process in fall 2015 resulting in the development of five goals related to success of students in basic skills. Since that time, three of five goals have implemented. The 2015 Student Equity Plan supports the department’s efforts to participate in Statway, gaining access to best practices and training that will be
integral to the success of the Statway program. In addition, the two new full-time faculty hires that began in fall 2016 are scheduled to teach a 100 percent load in basic skills, thus establishing a center of teaching excellence focused on the unique needs of basic skills students.

For all pre-collegiate programs, the College demonstrates commitment to supporting students in learning the knowledge and skills necessary to advance and succeed in college-level curriculum. Specifically, the Basic Skills Initiative Committee has funded several faculty, administrator, and staff–initiated projects focused on this goal. Among the varied projects that have been supported by thee BSI committee, several have been institutionalized, such as in-class peer tutoring for the basic skills reading and composition courses, supplemental instruction in math, internationally certified peer tutor training, the purchase of much-needed textbooks for basic skills courses, and a collaborative Orientation/Advising experience for new incoming ESL students.

The College is focused on the effective matriculation of new, incoming students and as such is committed to frontloading information and messaging for students who place into basic skills and ESL courses in a manner that helps them best understand their options for successful goal achievement. For example, the ESL and counseling departments collaborate on the matriculation of new incoming ESL students. After completion of the ESL placement test, students are invited back to campus for a College orientation, hosted by a counselor, followed by an ESL advisement session facilitated by an ESL faculty member to review course options and the content addressed in each ESL course. This orientation and advising experience is the result of collaboration between ESL and counseling faculty to better serve students. Funds from BSI and matriculation were dedicated to bringing the pilot into fruition. After an initial pilot project in 2012, data from 2013 showed that 80 percent of students who participated ended up choosing SJCC as the college they would attend.

In addition, the BSI Committee has funded multiple professional development projects in support of promoting success of students. Faculty are invited to request funds for professional development on an individual basis and are also encouraged to request funds for larger scale projects to help support basic skills or ESL students. One such project supported the attendance of faculty to attend the OnCourse I Workshop. Faculty returned from that workshop and initiated collaborative projects such as “OnCourse with ESL 312 (Introduction to the Essay) and ESL 313 (Introduction to College Reading)” that involved the development of instructional activities utilizing five of the OnCourse principles applied across all sections of ESL 312 and 313 offered in fall 2015. Another professional development opportunity was to attend an Acceleration In Context conference in summer 2014. Faculty who returned from that experience piloted one section of Accelerated ENGL 92 (Essay Development) and READ 101 (Analytical Reading) beginning in spring 2015, and has continued to the present.

In addition, academic support services are available to students in many forms. The Learning Resource Center, located next to the Student Center, is a hub for support services. The César Chavez Library is one such resource, providing instructional materials and equipment to support all students’ learning needs, library reference support, and a welcoming and quiet environment for students to study independently and in group study rooms. The first floor of the LRC offers computer, Internet, and printing access to students. In addition, free tutoring in the Tutoring Center is available for all subjects offered across the campus at the pre-
The Reading and Writing Center is another welcoming site on campus where students can work with internationally certified peer tutors to improve their reading and writing skills. The ESL Lab offers one-on-one support to ESL students along with computer-assisted language learning programs. The DSP&S program operates a hi-tech lab for students with accommodations to make use of technology tools to improve student success.

Counseling services have also played a major role in helping support student success. The SSSP Plan identified a gap in matriculation services in the area of education planning. Consequently, the College focused its attention on providing group counseling and education planning to English, ESL, and reading students. Incentives such as priority registration added to the energy and enthusiasm around these efforts. Counseling also experimented with Pop Up Counseling in 2014. By physically moving counseling opportunities in closer proximity to where students primarily congregate (near classrooms), counselors were able to achieve a wider extent of educational planning than they would otherwise have the opportunity to do in their offices.

Another significant endeavor comes in the form of a Title V HSI grants that are focused on addressing the success and completion gap of underrepresented student populations. The Caminos grant, awarded in 2010 and renewed in 2015, supported the development in summer 2010 of a summer bridge program for students placing into basic skills. The grant also provided wraparound services such as personalized counseling and individualized tutoring both and outside the classroom.

The College is also home to many student success programs, such as Umoja and Puente programs. Each of these programs provides students with direct access to a dedicated counselor and faculty and staff who are focused on providing academic support aimed at helping students achieve their academic goals at the College.

**Non-Credit Courses**

The College recognizes and welcomes the framework of developing and offering non-credit curriculum to District students in conjunction with Career Development and College Preparation (CDCP) associated with Assembly Bill 86. Non-credit courses, designated by a 500 course number, are designed as a “bridge” to college-level work and introduce students to career areas for which the College offers credit courses, degrees, and certificates. The proposed curriculum, which will include contextualized English and mathematics and courses that align with credit courses, will be offered in fall 2016. The three career pathways identified are Healthcare, Information Technology, and Advanced Manufacturing Preparation.

It is clear based on low success rates in basic skills and the significant numbers of basic skills and ESL students (70.3 percent of the 2008-09 incoming first time in college population, per the Basic Skills cohort tracker) that students at the College stand to benefit from curriculum that allows them time to acquire new academic content as well as the skills necessary to be successful in college. Currently, the College has approved the development of three strands of noncredit curriculum for workforce preparation: healthcare, information technology, and advanced manufacturing. The establishment of each course and program has been faculty
Driven. In fall 2015, the Academic Senate approved a resolution to establish non-credit programs. Faculty from both the CTE fields and ESL are collaborating on a two-course pathway for students to transition from adult education to college level coursework. Given that almost 40 percent of the student population enrolls in less than six units per semester, it is anticipated that these non-credit offerings will fill a unique demand from students looking to better their earnings potential in high yield industry fields.

The quality of the non-credit courses adheres to Title 5 regulations, as described in the Program and Course Approval Handbook and Course Outline of Record Handbook. The review and approval process for non-credit curriculum follows standard College processes used for credit courses and program. Each course has identified student learning outcomes that will be assessed on a regular basis.

The ESL department faculty has involved itself in several initiatives to address the ongoing and future needs of English language learners for the College community. Through participation in the South Bay Consortium for Adult Education, the ESL department is attuned to possible pathways developed in the community that address the educational needs of a career-focused student as well as the degree or transfer-headed student. The ESL department is writing noncredit courses and revising its curriculum to address student needs and to provide a transition career pathway for students from the adult school system.

**Analysis and Evaluation**

The College meets the standard. District Board policies provide definitions that distinguish pre-collegiate coursework from college-level curriculum and also affirm the District’s commitment to directly support the learning of all students so that they may advance and achieve their academic goals at the pre-collegiate and college level. Current data trends illustrate the need for effective instruction for students enrolled in basic skills courses. The College has embraced this concept by providing professional development opportunities through the Basic Skills Initiative Committee. In addition, the BSI funding has also been used as seed money for projects that have become institutionalized, such as in-class peer tutoring and supplemental instruction, and a revised orientation for new incoming ESL students. The Committee has also supported the purchase of textbooks for students who are in need of these very important resources, particularly at the start of each semester. The departments offering basic skills courses are committed to implementing activities to help support students. The math department’s strategic planning process shows promise for improved rates of student success and completion. Funds from the Student Equity Plan and SSSP have supported efforts to make significant inroads into the success rates of the College’s basic skills students.

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

**Supporting Evidence**

*Basic Skills Gap*
II.A.5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College serves the community with programs that meet a broad range of needs. It offers two-year college degrees, certificates, Associate Degrees for Transfer, lower-division transfer and general education courses, basic skills and English as Second Language instruction, and career and technology training. Periodic evaluations and subsequent adjustments of courses and programs are designed to ensure they meet criteria identified by the state and fulfill articulation agreements with State and independent colleges and universities.

Curriculum Committee

Per the District Board policies, faculty have leadership over the development of degrees and programs offered at the College. The Instructional Policies and Curriculum Committee
(IPCC) oversees and approves all courses, programs, certificates, and degrees. The IPCC continually reviews the breadth, depth, and rigor of each course, including courses delivered through distance education, to ensure alignment with College mission and adherence to Title 5 standards for quality. It complies with the requirements and guidelines established by several primary agencies and resources, specifically: Title 5, Education Code, Governing Board Policy, the Program and Course Approval Handbook from the California Community Colleges Chancellor’s Office, and the Articulation Policies and Procedures Handbook published by the California Inter-Segmental Articulation Council (CIAC). These agencies and resources provide parameters for IPCC dialogue and approvals concerning course and program development and revision.

The IPCC, as a standing committee of the Academic Senate, develops its processes and procedures with Senate approval. The Senate is notified of meetings of both the Technical Review Committee, a subcommittee of the IPCC, and the IPCC. The Senate President is notified one week prior to the Technical Review Committee meeting, and all faculty are notified one week prior to meetings of the IPCC. After the IPCC approves new and revised curriculum proposals, the Academic Senate is informed and the proposals are presented to the District Board of Trustees for final approval; thereafter, they are forwarded to the California Community College Chancellor’s Office (CCCCO) for approval. The IPCC is comprised of two-thirds faculty, one-third administration, plus two classified non-voting members. A faculty chairperson receives forty percent reassigned time to lead the IPCC.

Associate’s Degrees

The College offers a wide variety of associate’s degrees which can be found in print and online in the College Catalog as well on the College website. Consistent with Board Policy BP 4100, AA and AS degree Requirements and Title 5 standards for associate degrees, for each of the degrees offered—the Associate of Arts (A.A.), the Associate of Sciences (A.S.), the Associate of Arts for Transfer (A.A.-T) and the Associate of Science for Transfer (A.S.-T)—the minimum number of credits needed to achieve a degree is 60 units, with a minimum of 12 units in the major.35

General Education

Within all degree programs, the College ensures that a substantial portion of study is dedicated to general education.36 Courses in the general education patterns meet requirements for IGETC and CSU breadth as well as local and state GE pathways. The College has developed a general education component that spans a wide range of courses at the introductory level in support of providing instruction in major areas of knowledge. All courses in the general education component have identified student learning outcomes that are of high quality and rigor appropriate to higher education.

Analysis and Evaluation

36 ER 12 General Education compliant
The College meets the standard as it serves its community with programs that meet a broad range of needs. It offers two-year college degrees, certificates, Associate Degrees for Transfer, lower-division transfer and general education courses, basic skills and English as Second Language instruction, and career and technology training. All degrees and programs are carefully vetted through a curriculum committee process that assures appropriate length, breadth, depth, rigor, course sequencing, time to completion and synthesis of learning. Specific requirements and guidelines are followed through several primary agencies and resources. In all cases, the minimum requirement for earning a degree is 60 semester units at the associate level.

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

Supporting Evidence

- Degrees Certificates Offered DataMart
- Degree Cert –Demographics Gaps
- BP 4020 Program and Curriculum Development
- California Education Code, Title 5
- Governing Board Policy
- Program and Course Approval Handbook (PCAH) Fifth Edition 2013
- Degrees and Certificate list -Catalog
- SJCC Degrees, certificates, and employment website
- SJECCD BP 4100 AA and AS degree Requirements
- SJCC General Education Charts

II.A.6: The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Course Credits and Length

All courses offered have undergone a rigorous review process at the department and College level before approval at the CCC Chancellor’s Office. All approved courses and degrees are certified to be of appropriate length and of high rigor per guidelines set forth in the Program and Course Approval Handbook. The assignment of credit hours follows Title 5 regulations section 55002.5 and is verified by the College, per Board Policy BP 4020.6. The Carnegie Unit is applied in a consistent manner across all courses (lecture, lab, distance education, clinical practice). Further, the College has made concerted efforts to support students in their efforts to earn degrees by ensuring that courses have maximum portability

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37 ER 9 Educational Programs compliant
and degree applicability. The College Catalog indicates whether a course is degree-applicable or not. For example, all Kinesiology courses (course prefixes KINA, KINAM, KINAW, KINPE) are all A.A. or A.S. degree-applicable.  

Course Scheduling

The College offers a schedule of courses each semester that is designed to maximize the educational needs of the students and provide opportunities for goal completion. This approach is in alignment with the Board of Trustee’s Student Success Definition and Policy and is demonstrated through the manner in which the College documents achievement of student learning in TracDat and tracks its progress through the College’s Strategic Planning Key Performance Indicators.

Beginning in fall 2014, the College, in collaboration with the Office of Institutional Effectiveness, began the work of building Curriculum Tracks in the student database platform, Colleague, as a way to provide students with recommended scheduling guidelines for a major. This information ensures that course offerings are addressed in such a way that students may complete degree requirements within a two-year timeframe. To date, the College has 75 Curriculum Tracks entered into Colleague.

The College also affirms that scheduling is focused on student need, per Article 12.4.1 of the faculty collective bargaining agreement. This process is ongoing and constantly being refined. For example, in planning for spring 2016, academic deans worked with their department faculty to move courses into a block schedule format where possible, thus decreasing the likelihood of course overlaps for students wishing to take multiple courses across one to two days per week. Exceptions were made for courses such as basic skills or ESL, where scheduling was aligned to enhance students’ abilities to progress through sequenced courses in an effort to expedite their movement towards credit course work. Further, all AA-T and AS-T degree course work is scheduled at least once every two years to ensure that students may complete their degrees in a timely fashion.

Focused on Outcomes Achievement

The Student Learning Outcomes Committee is also tasked with establishing schedules for outcomes assessment at the course and program level. Per the Student Learning Outcomes Assessment Handbook, achievement of programmatic learning outcomes should be completed within a four-year time period in order to effectively ensure that student learning is tied to achievement of outcomes. This is also reflected in the Program Review Handbook and Comprehensive Program Review Template for Academic and Student Affairs, which requests departments to discuss outcome assessment at the course and program level.

Analysis and Evaluation

The College meets the Standard. The schedule of courses is representative of offerings that are in alignment with expectations for higher education institutions and are scheduled in a

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39 Policy on Institutional Degrees and Credit compliant
manner that allows for timely completion of degrees. Board Policy affirms the commitment to offering courses in ways that allow students to complete course work in a timely fashion. Adhering to this time frame was supported by the development of Curriculum Tracks within the upgraded Colleague database platform. In addition, dialogue regarding scheduling of courses to match student need takes place at the faculty level and efforts to minimize course overlap have taken place. All degrees at the College can be earned within a two-year time period.

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

Supporting Evidence

- **Board Policy BP 4020.6 The Carnegie Unit**
- **Kinesiology Courses-Catalog**
- **SJCC Tracdat**
- **SJECCD Student Success Definition and Policy BP 5050.2**
- **Curriculum Tracks in Colleague**
- **Strategic Planning Key Performance Indicators**
- **Article 12.4 Scheduling and Assigning Workload**
- **SJCC SLOAC Handbook 2016**
- **Program Review Handbook 2015-16**
- **Comprehensive Program Review Form and ACADEMIC AFFAIRS San José City College**

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College is focused on providing open and equitable access to quality education per the College mission statement. As a result, the College carefully considers the most appropriate delivery modes, teaching methodologies and learning support services to best promote student success for the diverse student population the College serves. A review of success and completion rates of students has led to the College launching a variety of activities in a collaborative, cross-disciplinary manner, as demonstrated in Program Review, the Student Equity Plan, and the SSSP Plan.

The College places a high value on creating opportunities for students to be successful in achieving their academic goals. This endeavor requires the College to focus on delivery modes, teaching methodologies, and learning support services, as directed in Board Policies 4020, 4040, and 5000. These policies require that the curriculum, programs, and services be of high quality, be reflective of community and student need, be integrated into the College, and be evaluated regularly to ensure currency. **BP 5000** makes special mention to be inclusive of all students and provide culturally focused programs and programs for students with disabilities.
Delivery Modes

The Course Outline of Record on CurricUNET includes fields that require faculty to identify the multiple methods used to support and assess student learning of course content, regardless of delivery mode. In addition, as discipline experts, faculty are expected to identify the delivery modes that are an appropriate match for course content. Courses put forward with the intention to deliver them in distance education format, for example, are required by Title 5 section 55206 to also have an updated and approved Distance Education Supplement on record. Each time a DE supplement is submitted to the Instructional Policies and Curriculum Committee, the extent to which the course is suited for distance education format undergoes a review process at the department, dean, technical review, and full committee level. As of spring 2016, instruction in distance education format is largely available for courses that are part of the College’s general education program.

Teaching Methodologies

As the primary deliverers of instruction, faculty regularly discuss the relationship between teaching methodologies and student performance, as well as the effectiveness of various methodologies. These discussions take place at the committee and department level and are also documented in Program Review. As an example, the biology department’s 2015-2016 annual Program Review illustrates the robust dialogue happening with respect to course and program SLO assessment and instruction. Highlights include considerations regarding timing of SLO assessment as well as varying expectations in mastery of an SLO depending on STEM and non-STEM major courses. Another example is that discussions related to effectiveness of teaching methodologies and student success in distance education also takes place at meetings of the Distance Education Committee.

Faculty and staff at the College recognize the importance of remaining current in their field of study as well as in the craft of teaching and learning. Employees receive multiple opportunities for professional development in which they are informed and kept up to date regarding student learning needs and pedagogical approaches. In addition to the four professional development days offered each year where workshops focused on teaching and learning are offered, the Professional Development Committee also hosts workshops on a variety of topics throughout the year, ranging from Outcomes Assessment to Teaching the English Language Learner.

The Basic Skills Initiative Committee also offers opportunities for faculty and staff to apply for professional development funding. In addition, this committee has dedicated funds to support faculty and administrator-led initiatives and projects in support of the success of basic skills and ESL students. One project featured a two-day summer institute for adjunct faculty focused on teaching strategies, assessment practices, and awareness of campus resources for the benefit of the basic skill or ESL learners. Faculty explored theory and content such as Carol Dweck’s Fixed and Growth Mindset, as well as principles of Skip Downing’s OnCourse Workshop I. The Institute also featured an introduction and explanation of the SSSP plan and the Student Success Scorecard, and participants spent time discussing implications for how to better support students in order to maximize their chances of reaching college level courses. Future plans include developing an online adjunct faculty
orientation that addresses scheduling challenges and provides faculty who participate to receive professional recognition.

With respect to distance education, the BSI Committee has hosted workshops on utilizing NBC Learn, Moodle to Canvas, Migrating to Remote Learner, and How to Make Use of Turnitin (an anti-plagiarism detection tool), to name a few examples. In addition, the Professional Development Committee offers scholarships to faculty to attend conferences, such as the Online Teaching Conference, and enroll in distance learning courses, such as courses offered through @One. The applications for attending and funding for Professional Development opportunities are available to faculty on the committee website. Numerous faculty have received funds for the purposes of enhancing their skill and understanding of distance education and learning. Further, the Distance Education Coordinator (a 1.0 FTE release time position) provides professional development and support to faculty and staff specifically for distance education. In fall 2015, the College conducted a successful search for a Dean of the Library, Learning Resources, and Distance Education. This new dean began in July 2016 and is responsible for the professional development needed for faculty and staff to effectively support student success in distance education.

A review of the College’s 2015 Student Success Scorecard illustrates that of the 2,717 remedial students who started in 2008-2009 cohort, 50 percent were considered unprepared for college level math, and 27.2 percent were considered unprepared for college level English. Successful completions at the college level for both disciplines after five years are low, at 25 and 40.5 percent, respectively. Alongside the Scorecard, various queries run through the Basic Skills Cohort Tracker, hosted by the State Chancellor’s Office of California Community Colleges, have yielded very similar trends.

In the English department, these numbers have led to modifications in teaching approaches as well as curricular changes. In 2013, the English department voted to add portfolio assessment as another option for assessing student writing, thus allowing students and faculty some freedom in determining how best to demonstrate student readiness and achievement of student learning outcomes for ENGL 92, the basic skills course that is one level below ENGL 1A, College Composition. This change has resulted in some positive results. The graph below illustrates success rates in successive fall semesters both before and after spring 2013.

Chart 7: Success and Passing Rate by College
An examination of success rates using the Basic Skills Progress Tracker shows a relatively unchanged success rate averaging 71 percent in the three years prior and following the change in curriculum. The English department reviewed this data in spring 2016 and determined that despite the static trend, the portfolio inclusion would remain in the course outline of record. The faculty continue to meet to discuss ways to better support students in basic skills.

In the math department, the adoption of Statway and the creation of an alternate pathway for non-stem majors began in March 2013 with the development of two courses, MATH 64 and MATH 65 – Integrated Statistics I and II. In fall 2015, the math department developed a strategic plan to specifically address achievement gaps in developmental math. The strategies identified by the department included finding a way to decelerate basic skills math classes by providing students with more instructional time with a lower unit load, adopting Statway (as it now articulates with the UC/CSU system), offering an accelerated program that prepares students for calculus, and hiring two full-time math faculty who will teach 100 percent in basic skills. Accelerated math will be offered for the first time in fall 2016.

Learning Support Services

The College has made significant efforts in terms of addressing student achievement gaps through enhancing learning support services. As an example, the Basic Skills Initiative provided seed money for the establishment and enhancement of peer tutoring both in and outside of the classroom. Through the Program Review process, funds for peer tutoring were institutionalized into the Fund 10 budget for the College beginning in the 2014-15 academic year. Currently, both the Tutoring Center and Reading and Writing Center offer faculty options for in-class peer tutoring for all basic skills classes.
The BSI Committee has also been supportive of improving the quality of tutoring support services. In 2014, the Committee voted to fund the certification process for the Reading and Writing Center to achieve International Tutor Training Program Certification. The Reading and Writing Center were awarded Level 1 certification in spring 2015. The Tutoring Center is currently pursuing the same certification, which is awarded by the College Reading and Learning Association.

In the development and implementation of the Student Equity Plan, data on the College and its students revealed a need for focused attention on course completion, ESL and basic skills completion, degree and certificate completion, and transfer. In each of these areas, goals were established to target specific areas for improvement. In addition to the resources set aside for instructional improvements, the Equity Plan also identified gaps in counseling services for the Disabled Students Program and Services, as well as poor completion rates of male students enrolled in Career and Technical Education (CTE) programs. In an effort to address the total student, the plan also outlines ways in which the health services needs of students should be addressed. Finally, an improvement in services for the Foster Youth program was identified as this student population is disproportionately impacted.

As an eligible institution, the College has been awarded two Title V Developing Hispanic-Serving Institutions Program grants totaling $5.7 million dollars. The 2014-2019 grant allowed for the planning and implementation of a summer bridge program for underrepresented students, followed by a first year experience for STEM and non-STEM majors. This summer bridge is also supported in part by the Student Equity Plan and the SSSP Plan. The 2015-2020 grant supports the College’s Cultivamos Excelencia program to develop an undergraduate research program in partnership with UC Santa Cruz, which will give underrepresented students the opportunity to explore academic research opportunities in a community college setting.

The METAS Program coordinates instructional and student support services in collaboration with other programs and departments across campus to increase retention, successful course completion, and persistence towards completion of a certificate, associate degrees, or university transfer requirements. METAS program services include: Caminos Summer Bridge and First Year Experience, Peer-Led Team Learning, Supplemental Instruction, Cultivamos Excelencia, Parent College, and Academic Counseling. Students in the METAS program show significant improvement in student success measures.

Through the METAS program Math students also benefit from supplemental instruction (SI) services. SI was launched in 2011 as a pilot program in three sections of Math 11A (Elementary Algebra) and has expanded to serve 15 sections of Math 111 and Math 13 in fall 2015. Success rates of students who participate in SI have been significant; in spring 2014 the pass/fail ratio of SI students was 62/38 percent in Math 013 and 58/42 percent in Math 111. By comparison, the pass/fail ratio of non-SI students for these two courses were 48/52 percent and 53/47 percent, respectively.

Analysis and Evaluation

The College meets the standard. The College is committed to providing the most appropriate delivery modes, teaching methodologies and learning support services in order to best
promote student success for the diverse student population it serves. Overall, a focus on quality of instruction is established at the Board policy level and is supported at the campus. All efforts in the area of delivery mode, teaching methodology, and support services are supported through resources identified in the College budget, as well as the Basic Skills Initiative, Student Equity Plan, SSSP Plan, and Title V: HSI grant funding. The College also provides a robust level of student support services in support of student success. For traditional face-to-face delivery modes, procedures are in place to assure teaching methodologies and learning support services reflect the diverse and changing needs of our students. Procedures by which the College assesses the effectiveness of distance education delivery modes are in place but need to be strengthened. Significant work has been accomplished in recent years, particularly through the Distance Education Committee, to assure that planning efforts for distance education instruction are institutionalized.

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

**Supporting Evidence**

- Student Equity Plan 2015
- 2015-16 SJCC SSSP Plan
- BP 4020 Program and Curriculum Development
- BP 4040 Library Services
- BP 5000 Student Services Policy
- CurricUNET
- Course review and approval process
- SJCC Distance Education GE Courses
- Comprehensive Program Review Form
- ACADEMIC AFFAIRS San José City College
- 2015-16 Annual Program Review-Biology extract
- Distance Education Committee
- Professional Development Committee
- Outcomes Assessment to Teaching the English Language Learner
- Basic Skills Funding Application Form
- 2014/2015/2016 Developmental Education Summer Learning Institute
- 2015 Summer Learning Institute Agenda
- Staff Development Workshop – NBC Learn
- Staff Development Workshop – Moodle to Canvas
- Staff Development Workshop – Turnitin
- Dean of Library, Learning Resources and Distance Education job description
- MATH 064 Integrated Statistics I
- MATH 065 Integrated Statistics II
- Basic Skills Plan 2015
- Tutoring Center Program Review
- Tutoring Center email announcement for drop-in, group, and in-class tutors
- Reading & Writing Center information flyer
- Certification funded by Basic Skills Plan 2014
- Level 1 ITTPC – certification letter
II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College actively works to ensure the validity and reliability of placement tests and common assessments across programs. In addition, the College offers credit by exam opportunities for select, approved courses in an effort to directly assess prior learning of students.

Department-Wide Assessments

Each department at the College is responsible for the assessment procedures in each course. Departments that administer department-wide course and/or program evaluations include:

- Cosmetology & Esthetics
- Emergency Medical Services
- English
- English as a Second Language
- Reading

Cosmetology & Esthetics

The Cosmetology and Esthetics Program is approved by the California Board of Barbering and Cosmetology. As a licensed training facility, the program effectively prepares students to complete and successfully pass written and practical state board examinations. These are developed by the state and thus ensure that test bias is reduced and reliability of results is appropriately high.

Esthetics

Students enrolled in the Esthetics program are required to complete a minimum of 600 hours of instruction in esthetics, known as the proof of training (POT). Completion of this POT then allows students to register for the state board examinations in Esthetics. Instruction in the Esthetics program is guided by content in the state board-approved textbook and workbook. As a result of these practices, the Esthetics program enjoys an extremely high success and completion rate with respect to the Board exams, averaging 98 percent per session.
Emergency Medical Services (EMS)

The EMS Program is a California Approved Training Provider, through the California Emergency Medical Services Authority. The goal of the EMS program is to prepare students for immediate employment in emergency services; therefore, training is rigorous and involves extensive didactic and skills training. In order to receive a certificate of completion, students must complete EMS 005 (Emergency Medical Responder) and EMS 010 (Emergency Medical Technician – B) with a grade of 80 percent (240 hours).

In order to complete the EMS program students must also score 80 percent on a skills test and complete skills testing within a set time. Training for these skills is offered six hours a week. Students receive hands on training with instructors at a state-mandated ratio of 10:1. Each student is responsible for the completion of skills books, which contain pretests in order to evaluate the individual student progress through the semester. Students who are not achieving satisfactory scores are given remediation and additional practice until they can achieve success. Because of the critical nature of this job, students who cannot complete the skills at the end of the course are encouraged to repeat the capstone course, EMS 010.

English

The English department conducts a department-wide norming and grading session for the common end-of-term student portfolio for ENGL 335 Basic Writing (2 levels below college composition). Per the approved Course Outline of Record, the portfolio represents 50 percent of the student’s final grade for ENGL 335. Components of the portfolio include a combination of timed, in-class writing as well as take-home writing assignments. The portfolio also includes a self-reflection writing piece. The procedure for the norming process is documented in the approved English Procedure for Norming and Evaluating ENGL 335 Portfolios. The department thus ensures that a process is in place that reduces bias and enhances reliability of assessment.

ESL

The ESL Department administers common timed writing exams for writing courses: ESL 322 (Paragraph Development), ESL 312 (Introduction to the Essay), ESL 302 (Introduction to College Reading and Writing), and ESL 091 (pre-freshman English level). At the beginning of each semester, full-time faculty serving as writing course level leaders meet with the level instructors to discuss the guidelines of the board-graded midterm and/or 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.

The faculty teaching in each level board-grade the final exams following 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 used. This procedure is documented in the approved ESL Norming and Grading Procedure. The scores of these
exams contribute to one of several parts of the student grade. Other grading instruments used to measure student learning include in-class essays and other writing assignments.

**Reading**

The Reading department administers a common final exam for each of its three courses (READ 101, 301, and 350), per the approved course outline of record. All reading faculty are invited to submit suggested articles to be used as the basis for the final exam. The submissions are then voted on by all faculty in the department. Questions for each exam are developed by the department coordinators, following a format that mirrors student learning outcomes for each course. The department then reviews these exams before final versions are approved.

Faculty grade the final exams following a norming process that uses sample exams and the identification of anchor papers. After norming, the 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 used. The scores of these exams contribute to one of several parts of the student grade.

**Credit By Exam**

Credit by exam is offered to students for a limited number of state-approved courses. The College follows Board Policy 4235 and guidelines set forth by the Academic Senate of California Community Colleges regarding effective practices to implement credit by exam. As such, discipline faculty are primarily responsible for identifying the courses for which credit by exam may be offered and what assessments best demonstrate a student’s mastery of course content and learning outcomes. The credit by exam list is updated prior to the start of each academic year and is made available to College stakeholders for reference. Students who seek college credit by exam are provided a copy of the course outline of record and must complete and submit an approved form in order to initiate the credit by exam process. Exams are administered and proctored by faculty in the discipline. The exams are developed by discipline faculty and are maintained in a secure testing environment. These exams are comprehensive in nature in order to ensure that the breadth of knowledge required for a student to earn the credit is significantly comparable to a student who successfully completes the coursework.

**Placement Testing**

Currently the College utilizes the Compass test as the placement tool for new incoming students. Students are required to take the Compass test in English, reading, and mathematics. New incoming ESL students are required to take the ESL-Compass test in reading and listening/speaking. In addition, ESL students must read and respond in writing to a prompt. These writing prompts have been approved by the CCC Chancellor’s Office for use at the College. With the advent of the Common Assessment Initiative, the College is among those that will adopt the new common assessment in November 2016 and is committed to adopting multiple measures, such as high school GPA and samples of student writing, to strengthen accuracy in placement.
Challenging Placement Test Recommendations

The College is committed to ensuring that students are appropriately placed into math, English, ESL and reading. As a result, students are eligible to challenge their placement level through department-specific tests. Students may challenge their placement through a variety of pathways, an instructor or counselor may recommend them, or they may believe their placement does not accurately reflect their abilities. Test-takers are invited to complete their challenges in a secure testing location. For example, challenge tests in the Language Arts division are secured and administered by the division dean. Tracking of all pre-requisite challenges attempted takes place at the division level. This information is reviewed annually to ensure reliability of the process through an examination of success rates of students. To date, the pre-requisite challenge process in the Language Arts division has yielded high predictors of success in the recommended course.

Analysis and Evaluation

The College meets the standard. Department-wide course and/or program examinations are developed in ways to reduce test bias and enhance reliability. Faculty work to appropriately norm their assessment practices and in some cases use common assessment instruments. Alternatively, programs that prepare students for professional licensure rely on state-approved assessments to validate the effectiveness, validity, and reliability of the assessment. Credit by exam processes follow recommendations outlined by the Academic Senate of California Community Colleges. Students at the College have opportunities to challenge placement in English and reading through assessment of prior learning. All pre-requisite challenge results are monitored to ensure effectiveness of the process and reliability of the assessment.

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

Supporting Evidence:

- Board of Barbering and Cosmetology website
- Board of Barbering and Cosmetology School Pass Rate Jan. 1, 2015 through Mar. 1, 2015
- California Emergency medical Services Authority Approved Training Programs
- English Procedure for Norming and Evaluating ENGL 335 Portfolios
- ESL Norming and Grading Procedure
- List of approved Credit by Exam courses
- Board Policy 4235 Credit by Examination
- Academic Senate of CCC position paper on credit by exam
- Credit by exam Petition form
- Prerequisite Challenge form
II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

All courses offered by the College have identified student learning outcomes that represent the culmination of requisite skills and/or knowledge required to earn credit for the course, regardless of instructional modality. In addition, the College affirms that students earning degrees or certificates have demonstrated competency in the program learning outcomes relevant to their studies.

Board Policies

The District Board of Trustees affirms that student learning outcome achievement is required for the awarding of course credit, degrees, and certificates, regardless of instructional modality, per Board policies 4230, 4231, 4233, 4262, 4262.1, and 4262.2. These policies are upheld and communicated to students through the distribution of course syllabus for each course that include stated student learning outcomes, per Board Policy 4020.5.

The Board of Trustees also ensures that units of credit awarded are consistent with accepted norms in higher education, through its definition of the Carnegie Unit and its relationship to the course credit granted, per Board Policy 4020.6. The College uses the student contact hour as the basic unit of attendance for computing full-time equivalent students (FTES); it does not offer clock-hour based courses. The College remains in compliance with the California Community College Chancellor’s Office Fiscal Services Unit per the Student Attendance Accounting Manual (SAAM) in addition to other fiscal advisories and policy change updates coming from this office and the Curriculum and Instruction Office of the State Chancellor’s Office. Units of credit, expected hours of student contact, and total student work are identical for courses regardless of location and mode of instructional delivery.

Student Learning Outcomes

All courses and programs are evaluated through a rigorous process of review and approval. The Institutional Policies and Curriculum Committee (IPCC) uses an approved format where faculty identify learning outcomes and assessment measures. Moreover, faculty proposing new or revising existing courses and programs align courses to program and institutional outcomes.41

With respect to program learning outcomes, the College affirms that achievement of learning outcomes are the basis for the awarding of degrees and certificates. The College offers 11 associate degrees for transfer. Per the Program and Course Approval Handbook (5th

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40 ER 10 Academic Credit compliant
41 Policy on the Award of Credit compliant
all AD-Ts include program student learning outcomes, demonstrating that achievement of these outcomes are necessary for degree achievement.

In addition, all programs have documented mapping from course to program SLOs in the College’s SLO repository, CurricUNET. Relationships from courses to programs are delineated and publicly accessible. All courses offered have identified student learning outcomes that represent the culmination of what students will learn upon successful course completion. As each course is reviewed by the IPCC, both in technical review and during their regular meetings, much dialogue and discussion is given to ensure that course SLOs are directly addressed in the course content.

Finally, courses that are offered as distance education are subject to the same requirements as in the Board policies stated above, as course content and student learning outcomes for any course remain consistent, regardless of instructional modality. In addition, distance education courses are required by Title 5, section 55206 to have an updated and approved Distance Education Supplement on record. Each time a supplement is submitted to the IPCC, the extent to which the course is suited for distance education format undergoes a separate curriculum approval process at the department, dean, technical review, and full committee level.

With respect to converting clock hours to credit hours appropriately, the College does not engage in this activity. Nevertheless, any programs that have clock hour requirements for certification purposes are calculated to meet or exceed requirements. For example, the Esthetics Program requires students to complete 600 hours of instruction before being eligible to take the state licensure examination. There are two 11-unit courses for Esthetics that comprise the program resulting in 378 hours of classroom instruction as prescribed in the Course Outlines of Records for COS 130A and COS 130B. Thus the College ensures that students are enrolled for more than the number of hours needed for external certifications and eligibilities.

**Analysis and Evaluation**

The College meets the standard. The College complies with District Board policies that clearly state student learning outcome achievement is required to earn course credit, degrees, and certificates. In addition, students receive a copy of all identified student learning outcomes in course syllabi, thereby aligning successful course completion with achievement of outcomes. The Board policy also ensures that units of credit awarded are appropriate to higher education standards. At the program level, all programs have established program student learning outcomes. These have been mapped to individual course SLOs, as documented in TracDat, the College’s repository for student learning outcome assessment and tracking. In this way, the College ensures that achievement of stated program learning outcomes are the basis for awarding certificates and degrees. Finally, all certifications with clock hour requirements are calculated to meet or exceed minimum requirements in order to maintain compliance with external regulations.

The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.
II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College has well-established internal and external transfer of credit policies to assist students in achieving their academic goals. In the course substitution process, the College affirms that content and outcomes of transferred courses are comparable to those of the College. In all circumstances, the College makes efforts to develop articulation agreements with institutions with the goal of supporting ease of transfer for students.

Board policies uphold the commitment of the District to facilitate ease of transfer for students. In addition to affirming that transfer of students is a part of the mission of the district, BP 5120: Transfer Center, also notes that special attention is paid to the transfer applications of underrepresented students. This information is published on the District website. With respect to external transfer policies, BP 4050: Articulation, also affirms that the Academic Senate of the College recommends and approves articulation procedures with baccalaureate institutions, area high schools, and other community colleges that may be local or geographically distant, and are appropriate to the College’s educational program.

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42 Policy on the Transfer and Credit compliant
Transfer information is also widely available to students, as transfer of credit policies are included in the College Catalog, in print and online, in the campus Transfer Center, and on the Center’s website. Through the Transfer Center, students can access transfer-of-credit policies for various institutions in print, online and via Transfer Preparation Workshops and Transfer College Fairs. The Transfer Center also hosts student bus tours to various four-year institutions to access more detailed information regarding specific degrees and majors. The Student Equity Plan also supports efforts to engage student interest in Historically Black Colleges and Universities. In spring 2016, the College took students on a tour of several HBCU’s as part of the Student Equity Plan’s efforts to address the completion and transfer gap of underrepresented students.

With respect to the development, implementation and evaluation of articulation agreements, the College actively seeks articulation agreements with colleges accredited by one of the six regional accrediting agencies and that are of highest interest to students. The most updated list of articulated courses by institution can be found on the College’s Articulation website. On this website, current and future students can explore existing agreements at the course level to inform their decision-making. The website also features major sheets for all College degrees and certificates, contact information for the Articulation Officer and the Articulation Specialist, a link to ASSIST.org, and a clear definition of articulation. The Transcript Evaluation form is available on the website, which also includes a list of Transcript Evaluation Agencies.

When new courses are created, the Articulation Specialist researches other CSU and UC institutions that have similar courses. This information is added to the transfer information in CurricUNET. With respect to private institutions, the Articulation Specialist targets colleges that attend the Annual Transfer Fair and requests articulation agreements or transfer paths with the College. All agreements with private institutions are reviewed on an annual basis for currency and agreements are updated as needed.

Evaluation of these agreements takes place on a case-by-case basis. While the College has amassed a fairly substantial number of agreements, the College needs an organizational entity that ensures regular evaluation of existing agreements and a methodology by which gaps are identified. This is an area of exploration for the Institutional Policies and Curriculum Committee and the Articulation Office.

Transfer of Credit Policies

At the College, credit is granted according to recommendations delineated in “Transfer Credit Practices of Designated Institutions 2015,” published by the American Association of Collegiate Registrars and Admission Officers. The 2015-2016 College Catalog clearly states the ways in which students may earn additional credit outside of enrollment the College. Chapter Two of the Catalog, “Admissions and Registration Procedures,” delineates alternatives for earning credits: under the subsection “Credit” are the following: Transcripts from Other Colleges, Credit from Foreign Colleges and Universities, Credit and Military

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43 ER 10 Academic Credit compliant
Services, Credit by Examination, and College Entrance Examination Board Advanced Placement.

The major mechanism by which transfer-of-credit information is accessed is through the California Community College Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) program. ASSIST is a publicly accessed repository of extensive articulation information for California colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California. Students can display reports of courses that may be earned at one institution and accepted at another.

The development of Associate Degrees for Transfer has created streamlined pathways for students wishing to transfer to the CSU system. The College currently has eleven AD-T degrees. Similarly, the C-ID (course identification) statewide number system that identifies comparable courses at California community colleges is another system that has allowed students to maximize the time spent working towards associate degrees and general education requirements. The College submits courses for C-ID approval to articulate with established course descriptors and currently has 120 courses approved within the C-ID system.

With respect to internal transfer-of-credit policies, students meet with counselors to determine whether courses may be substituted for certificate or degree requirements. When possible equivalencies are identified, the College utilizes a Course Substitution Form that is administered by counselors, faculty, and academic deans. The Transcript Evaluator in the Office of Admissions and Records then finalizes the transfer of credit.

With respect to distance education courses, the College does not differentiate the modality of learning in transfer of credit practices. As a result, credits are transferred regardless of instructional modality.

Analysis and Evaluation

The College meets the standard. District Board policies affirm the College’s commitment to facilitating transfer and that transfer is a part of the District and College’s mission. As such, transfer-of-credit policies are widely available to individuals in order to facilitate the mobility of students without penalty, as can be seen in the College Catalog and the College website. The College also relies on standard resource guides and the California Community College Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) program to ascertain that transferred course content is comparable to expected learning outcomes for the College’s courses. Articulation agreements between institutions are actively sought by the College and are updated on an annual basis. The Quality Focus Essay includes an Action Project regarding the delineation of College procedures, of which articulation agreements will be a part.

The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.
II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

All programs at the College have developed student learning outcomes particular to each program and that reflect the institution’s General Education SLOs, which were the result of deliberate conversations among the faculty. The College maintains policies and procedures at several levels to ensure that students are achieving the intended outcomes (Student Learning Outcomes Assessment Committee, Instructional Policies and Curriculum Committee, Program Review Committee, CurricUNET, and Program Reviews).

General Education Student Learning Outcomes

The College has established student learning outcomes at the general education (GE) level, previously designated Institutional SLOs, to ensure that students are achieving competencies as described in this Standard. The outcomes for those students completing an associate degree are outlined in II.A.12. The outcomes for those students who enroll in courses and do not complete any certificate or degree are discussed in I.B.2 and II.A.3. The following discussion of General Education SLOs will reflect those who leave the College with a certificate (non-degree) or transfer without completing a degree.

Certificates: Aligning Course and Program Outcomes

Prior to the self-study in 2010, the College developed institutional learning outcomes reflecting the competencies described in this standard. In the intervening years however, faculty grappled with the intrinsic difference of the terms Institutional versus General Education outcomes. In the fall 2015, after focused conversations in the Student Learning Outcomes and Assessment Committee (SLOAC) and in conjunction with the Academic Senate, the College adopted the term “General Education SLOs” instead of “Institutional”
since the outcomes as written did not directly deal with institutional effectiveness but rather that “common core of knowledge consistent with a liberally educated or literate citizen.”

The General Education SLOs are:

1. Communication: Students will communicate effectively including reading, writing, speaking and listening.
2. Critical and Analytical Thinking: Students will analyze problems using evidence and sound reasoning to make decisions.
3. Global Awareness and Social Justice: Students will demonstrate an awareness of social, economic, ecological, historical, and cultural differences and their implications.
4. Personal Responsibility, Ethics and Civility: Students will demonstrate personal and civic responsibility and professional integrity.
5. Technology: Students will utilize technology effectively for informational, academic, personal, and professional needs.
6. Aesthetics and Creativity: Students will develop an appreciation of the arts and engage in the creative process.

**Demonstration of Students Achieving Intended Outcomes**

Across the campus, faculty provide instruction and skills training that reflect the GESLOs competencies and are demonstrated through, for example, capstone courses, embedded assignments, licensure exams, and job placement. Faculty, mindful of the GESLOs and disciplinary or vocational trends, instruct and train students to prepare them for jobs and for licensure exams, and to instill in them the desire and competencies for life-long learning.

At the most recent Professional Development Day, faculty discussed specific ways they address the GESLOs in their courses. The table below includes some of the information shared that day.

<table>
<thead>
<tr>
<th>Course</th>
<th>Example of capstone project/classroom activity</th>
<th>GESLOs it covers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 91</td>
<td>Information competency; Citation</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>BIO 63</td>
<td>Debate; group projects</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>GUI 96</td>
<td>Group project; guest speaker</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>FCS 19</td>
<td>Class project on religion and eating habits</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>

For example, the ESL department collaborated with library faculty to offer a two-part series of library research workshops designed to support students in their understanding of conducting basic research electronically and the importance of academic integrity through correct use of citation. Under the guidance of library faculty, students were guided through a
series of exercises where they explored library databases, practiced identifying and critically selecting effective key words for searches, and learned about citation linkers. They were then asked to email a correct citation to the library faculty. The activity attracted good participation and aligned with the GESLOs of Communication, Critical Thinking, Ethics, and Technology.

In **FCS 019** (Nutrition), a course that is housed in the Early Childhood Education department, students are tasked with completing a research project on world religions. In the project, students learn about how religions influence the eating habits of its followers. This project culminates in a sharing of findings through a student panel. In addition to addressing the course SLO “Appraise the influence of culture, socioeconomic conditions, and personal behaviors as well as the social impact in relationship to nutritional health,” the assignment also aligns with all but one of the GESLOs.

As a result of a strategic planning retreat in the Math and Science Division, the physics department identified a shared concern for developing students’ transferable and general education skills in the area of communication. This concern led to a pilot project led by the full time faculty in the spring 2015 that involved collaborating with the Communication Studies department on approaches to integrating communication and presentation skills instruction into the Physics Department instruction. **Results of this pilot were shared** at the spring 2015 Professional Development Day. The physics department has now formally committed to auditing all physics courses to determine the extent to which course content and learning activities help to develop transferable skills with a full plan for evaluation by spring 2018.

*Transfer without a Degree*

Many students attend the College with the goal to transfer without a degree. To illustrate this point, the Fall 2014 Factbook End of Term shows that **37.62 percent** of students select transfer as their educational goal. In response to this ongoing need, the College developed and received approval to offer a Certificate of Achievement Level 3 for **IGETC** and **CSU General Education-Breadth** in 2008. These certificates ensure that students who leave the College to pursue transfer without degrees are still achieving program-specific learning outcomes. The certificates also provide another mechanism for the College to capture the achievements of this group of students over the long term. Current graduation petition practices make it challenging for the College to secure accurate data on the total number students who transfer without a degree. Effective fall 2016, work will commence for students to receive certificates and degrees without the need for a formal petition and will hopefully reveal accurate numbers of non-degree transfer students from the College.

The College also relies on state level data sets that track transfer achievement and thus ensures achievement of intended outcomes. Based on the California State University Analytic Studies website, **the College student transfer rates to CSUs** has been steadily increasing over the past ten years, from 270 in 2004-2005 to 306 in 2014-2015, reaching a peak transfer rate of 361 in 2010-2011. Similarly, per the UC Information Center, transfer to UC institutions from SJCC is on the rise. In a ten-year period, student transfer admits have increased from **25** to **40**, over a 60 percent increase. In addition, admit rates have increased across all ethnic groups. The presence of a campus researcher has increased the bandwidth
for accessible data significantly. More robust data that is individualized to the department level is needed, though, to further identify how students are achieving program learning outcomes across the array of choices available in the general education pattern. This information will better inform the College of how it may improve the level of support for students in their academic endeavors.

**Analysis and Evaluation**

The College meets the standard. Since the formation of the Student Learning Outcomes and Assessment Committee (SLOAC) in 2010, the College has made progress in the completion and documentation of SLO assessments at the course, program, and GE/institutional levels. SLO assessment results have been included in the Program Review and Budget Allocation processes, which demonstrate that student achievement is prominent in institutional planning.

The SLOAC is currently planning more activities that provide faculty across disciplines the opportunity to regularly share how GESLOs are being addressed and assessed in the classroom, be it through certificate and degree-conferring programs or classes taken by students who transfer with or without receiving a degree. As part of its charge, the SLOAC will continue to review the GESLOs to ensure they encompass explicitly the competencies described in this standard. For example, while faculty have embedded quantitative competency in the Critical and Analytical Thinking GESLO, it is not explicitly stated in the SLO.

In addition, full examination of student learning across programs requires access to student success rates across the general education breadth. This level of information will provide College stakeholders a greater understanding of student achievement trends for specific courses and increase the College’s ability to make informed decisions based on robust data.

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

**Supporting Evidence**

GESLOs listed on the college website
SLOAC Charge
IPCC Charge
CurricUNET Course Outlines of Records
Annual and Comprehensive Program Reviews
Program Review Committee Charge
SLOAC Recommendation of name change ISLO to GESLO
Academic Senate Approval of name change, minutes
PDD April 8, 2016 Table Activity
PDD agenda Fall 2015
FCS 019 Food and Culture GESLO Assignment
Physics-Transferrable skills workshop
Fall 2014 Factbook Transfer Intent
   IGETC—Certificate of Achievement—Level 3
   CSU GE Breadth—Certificate of Achievement—Level 3
II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Based on the Title 5 philosophy and criteria for Associate Degree and General Education, the College’s District Board Policies and Administrative Procedures reflect what constitutes general education and informs the development of degree programs by faculty (BPs, 4020, 4020.7, 4021.1, 4022.2, 4025, 4025.1, 4025.2; Academic Senate Constitution Policy II). They represent an accumulation of knowledge and experiences that serve to develop self-awareness in the modern world, skills specific to a discipline as well as those shared by several, and an interest in life-long learning.

The College’s accepted philosophy and criteria for general education in its degree programs is manifested through students following three pathways: IGETC, CSU General Education Breadth Requirements, and the College’s AA/AS Degree programs. As their names indicate, each pathway is designed to help support students in their development toward an educational objective. The more defined and specific requirements identified in IGETC supports students in transferring to a University of California institution. The CSU GE breadth is mapped to successful transfer to a California State University. Finally, the General Education pattern aligns with local A.A. and A.S. degrees.

As described in II.A.11, the College developed General Education SLOs that inform faculty deliberations in creating courses for certificate-conferring programs. These same GESLOs are also appropriate to the degree conferring programs. Further, these pathways are aligned with Title 5 requirements and the ASCCC-adopted guidelines of general education, in that students moving through degree programs will undergo a learning process that builds their proficiency in effective written and spoken communication, quantitative literacy, an understanding of the various methods for academic investigation and research, an appreciation for the perspectives of others, the ability to think critically and analyze ethical quandaries, and an ability to self-reflect. All of these qualities are central to the success of students to thrive and participate in a global society and are consistent with the College’s established General Education Outcomes.
During spring 2016, the College submitted a Substantive Change Proposal to the ACCJC. This substantive change came about when the 50 percent threshold was crossed due to the number of general education (GE) offerings that can be taken online at the College. Fifty percent or more of courses in 46 degrees and twenty-two certificates are taught through distance education.

The College Catalog outlines all the degree programs available. It also delineates the basic program of study for each available degree. Though varying slightly, each degree program includes areas of study that are informed by the College’s philosophy of what constitutes a general education: communication and critical thinking; scientific inquiry; quantitative reasoning; arts and humanities; social sciences; and life-long learning and self-development. Faculty continually review course offerings to ensure their alignment within a particular degree program, as well as to address changing disciplinary and vocational trends.

Analysis and Evaluation

The College meets the standard. Degree programs and their requirements are clearly stated in the College Catalog, and thus degree-completers are prepared to participate in civil society with a broad comprehension of knowledge and skills in the arts and humanities, the sciences, mathematics, and social sciences. That is, they complete a general education curriculum in addition to specific major requirements.

Furthermore, the College’s general education pattern follows Title 5 guidelines and its degree programs have recognized general education pathways that support student completion of A.A. and A.S. degrees, transfer to the California State University, and transfer to the University of California. Completion of a degree program ensures that students are exposed to and have some working knowledge of foundational principles, key concepts, and methodologies of the varied disciplines that comprise the general education core. College graduates are assured to have the ability to apply this knowledge in order to effectively function in society.

By enhancing the College stakeholders’ understanding of student successes and challenges in relation to intended destinations (e.g. degree completion, transfer), the College could collaboratively build and implement services and structures to help students achieve their academic goals.

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

Supporting Evidence

BP 4020 Program and Curriculum Development  
BP 4020.7 Compliance  
BP 4021.1 Degrees Offered  
BP 4022.2 Certificates Offered  
BP 4025 General Education (GE) as part of the Associate Degree

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45 ER 12 Compliant, General Education
II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All College degree programs include courses in at least one particular area of study, or within an established interdisciplinary degree (BPs 4020.7, 4021.1, 4021.2, 4050; Website Degrees & Certificates). Faculty continually assess the SLOs at the course and program levels, thus identifying and continuing to monitor their appropriateness with respect to the “theories and practices within the field of study.” Similarly, through the Program Review process, faculty annually revisit course offerings and degree programs to ensure they remain current with respect to disciplinary standards. The Comprehensive Program Review completed every four years allows for more detailed analysis of degree programs, their student learning outcomes, and competencies.

Degree Programs

Procedures regarding degree programs are outlined in Standard II.A.2 and demonstrate that the College relies on faculty to create, review, and revise course offerings and degree or certificate programs. The division deans assist in the process, and there are several committees (IPCC, SLOAC, Program Review) that play key roles in ensuring the validity and strength of these courses and programs.
Mastery of Key Theories and Practices

College degree programs include unit requirements meeting the General Education learning outcomes as described in 2.A.12. Students completing a degree in a particular area of study are required to earn 20-25 units in the focused area.

Faculty continuously engage in the review of degree offerings to ensure alignment with disciplinary and/or vocational trends. The most significant example is the College’s efforts to develop or revise courses that meet C-ID requirements and to develop associate degrees for transfer, thus supporting students in their efforts to complete their educational goals seamlessly from the College to the CSU institution of their choice. As of spring 2016, the College offers eleven associate degrees for transfer, with several more awaiting state approvals such as history, sociology, and political science.

In the art department, faculty are actively engaged in finding ways to enhance vocational relevancy in the program. Recent developments include an Illustration course and projects in the pipeline include certificate programs in Ceramics, Illustration, and Display Design. The department also offers two levels of the Professional Practices and Portfolio Development course, which helps students prepare for a fine arts career. Another aspect of how arts education relates to vocational trends is the kind of transferable skills it teaches. These include developing craft, engaging and persisting, visualizing, observing, creative problem solving, communicating visually, thinking critically, exploring and learning from mistakes. Employers in the Silicon Valley increasingly demand these skills.

The early childhood education department has revised its educational pathway by developing three new layered certificates that align with the Child Development Permit (CDP) matrix and the existing AS and AS-T degree. Once approved by the state, these certificates will meet state requirements for students to become an associate teacher, teacher, or master teacher in early childhood education. The process for development required submission of state labor market information to document the need for qualified preschool professionals and consultation and approval from ECE Advisory Committee and the Bay Area Community College Consortium. By introducing layered certificates along with existing AS and AS-T degrees, the ECE department encourages students to pursue higher level education in an incremental fashion. Success at each level of certification will move students closer to higher levels of professional certification and closer to completion of a full degree.

Medical assisting is another example of a program that analyzes its relevancy to the College, the community, and the local labor market. Graduates of the program are prepared for employment as a medical assistant in a doctor’s office, clinic, or hospital. Students may elect to complete an associate of science degree or career certificate: Administrative Degree/Certificate or Clinical Degree/Certificate. In order to remain current with the field of medical assisting, curricular changes have taken place that were driven by compliance standards in licensing/certification requirements and/or of regulatory bodies such as the Commission on Accreditation of Allied Health Education Programs (CAAHEP), demonstrated need to improve student learning as evidenced by actual outcomes, changes in employer expectations and requirements, feedback from students, graduates and employers on their satisfaction with the training program, changes in industry-wide standards or expectations, and feedback from the Medical Assisting Advisory Council.
Another example of responsiveness can be found in the partnership formed between SJCC and Asian Americans for Community Involvement (AACI), a community-based organization whose mission is to improve the health, mental health and well-being of individuals, families and the Asian communities it serves. In 2012, AACI was awarded a $2.7 million National Healthcare Innovation Award to fund the development of a Patient Navigator Center (PNC). SJCC, along with Evergreen Valley College and two neighboring colleges, served as partners in providing a two-semester academic program to educate and train college-age youth to become Patient Navigators, healthcare professionals who educate patients about health care services and support patient navigation through the health care system and ancillary services such as public welfare, public housing and transportation. The Patient Navigator certificate also serves as a preliminary step towards a career in the health care sector. Training of navigators took place simultaneously with the creation of the PNC. After an initial focus on Emergency Medical Services, an evaluation of the project by key stakeholders led to a decision to tighten alignment between the Patient Navigator program and Medical Assisting. The revised and updated Patient Navigator Certificate which is awaiting state approval is now stacked in such a way as to encourage successful certificate completers closer to an AS degree in Medical Assisting, thus ensuring achievement of general education outcomes.

**Analysis and Evaluation**

The College meets the standard by offering a wide range of degrees that broadly represent disciplines of study across the campus. Program and division faculty hold advanced degrees in these disciplines and are responsible for maintaining expertise in their field. Faculty regularly review course offerings and degree requirements to ensure that the curriculum remain current with disciplinary and vocational trends within the particular area of inquiry. Through regular evaluation, review, and collaborative discussion, faculty identify areas of focus and ensure major areas of study within their programs. These processes are documented through curriculum updates, revised and new degree offerings, and Program Review. The College is committed to promoting continued and improved efforts in all areas to regularly assess, report, and discuss SLO achievements.

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

**Supporting Evidence**

BP 4020.7 Compliance  
BP 4021.1 Degrees Offered  
BP 4021.2 AA-Transfer and AS-Transfer Degrees  
BP 4050 Articulation  
Degrees and Certificates  
IPCC Charge  
SLOAC Charge  
Program Review Committee Charge  
AA-T Studio Arts  
Vocational Trends-AA- Art  
Early Childhood Education: Associate Teacher, Teacher, Master Teacher certificates  
AS Early Childhood Education
II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Students graduating with a degree or certificate from the Career Technology Division demonstrate the competencies and technical/professional skills and knowledge needed to be employed, certified, and/or licensed in the respective industry (BPs 4022.2, 4100, 4100.1, 4100.3).

Strong industry partnerships are key to the College’s success in developing programs that produce employment-ready graduates in all CTE programs, including dental assisting, medical assisting, emergency medical services, cosmetology and esthetics, facilities maintenance technology and heating, and ventilation and air conditioning. To ensure quality programming, the College is focused on developing and maintaining relevant curriculum, regular assessment of student learning outcomes, and preparing students for successful licensure and certification examinations.

Creating and Updating Curriculum

CTE curricula require intensive and regular review and revision, per state requirements. In addition, individual programs have unique regulatory requirements that include student to teacher ratios, as well as hours of instruction. Finally, input from collaborative advisory partners help ensure currency and applicability of content to address emerging market needs based on industry standards (Title 5).

New and revised courses and programs are vetted by the College’s rigorous curriculum review process and approved by the IPCC. Once approved, the programs and courses are ratified by the College’s Academic Senate and forwarded to the President for Board approval. Following Board approval, the College submits the CTE curriculum to the California Community College Chancellor’s Office (CCCCO) for final approval and inventory.

Learning Outcomes

All career and technical courses and programs have learning outcomes that identify specific competencies, knowledge, and abilities relevant to the field. In addition, the course and learning outcomes are mapped to the larger institutional/general education outcomes.
The regulatory requirements and emerging industry trends drive the review and refinement of the learning outcomes. Dialogue on assessment findings result in pedagogical improvements, programmatic changes, and curriculum refinements, and inform resource allocations to close learning gaps.

**Licensure and Pass Rates**

The College offers three programs in which students must pass a licensure examination in order to work in the field: Cosmetology and Esthetics, Emergency Medical Services, and Dental Assisting. Pass rates in these programs are typically very high (ranging from 82 to 88 percent) and exceed Institution-Set Standards.

**CTE and Industry Relationships**

Courses within career technical certificate and degree programs are continually evaluated with respect to professional competencies and industry standards. The Course and Program level SLOs were developed by faculty with those standards in mind, and are routinely assessed and their results are entered into TracDat. Some of the certificate programs that also have external licensures and certification are Aesthetics, Air Conditioning and Refrigeration, Cosmetology, Construction Technology, Dental Assisting, and Real Estate.

**Advisory Councils**

CTE programs also maintain contact with professional organizations and employers through their Advisory Councils, which meet with faculty at least once a year. These relationships ensure faculty are current with industry and technological changes.

Specific examples of industry collaborations include:

- In collaboration with TESLA, the College researched and developed training for the use of programmable logic controls so as to educate TESLA current employees and to develop a pipeline of potential workers in its Fresno, Sacramento, and Reno production lines. The College is now the only campus in the area that offers this training, and it impacts the areas of Facilities Maintenance, Heating Ventilation, Air Conditioning, Machine Technology, and Laser Technology. The collaboration is designed to support students gaining the employment skills necessary for employment at TESLA and other high-tech organizations seeking skilled professionals in these areas (CT Tesla partnership).

- The Medical Assisting National Exam is now administered at SJCC. Faculty in this area determined that providing the exam would not only be a good assessment tool of students’ achievement, but would increase their chances of being hired. The National Center for Competency Testing provides the exam, reviews applications to become a testing site, and verifies the appropriateness of the testing sites every three years to insure that course offerings reflect the requirements. The fee for taking the exam is also paid for by the College (NTC homepage).
The Medical Assisting program fulfilled a Healthcare Innovation Award with the community-based organization Asian Americans for Community Involvement (AACI). Although the terms of the grant were completed in 2015, the College continues to collaborate and consult with AACI on its Patient Navigator Center. In addition, AACI has developed strong support for the College’s efforts to develop externship sites with Santa Clara Medical.

Cisco Networking Academy. The Cisco Networking Academy program provides two levels of certification, Cisco Certified Networking Associate (CCNA) and the Cisco Certified Networking Professional (CCNP). Both certificates meet employment standards for the networking industry. The academy curriculum was designed by Cisco to ensure the learning objectives remain consistent with the Cisco certification examinations (CA CIS Program Review).

**Faculty Certification**

Faculty must also stay current and become recertified to teach specific courses. Depending on the field and the certifying agency, these faculty must be recertified every two to five years.

**Student Mastery**

The College utilizes the California Community Colleges Chancellor’s Office’s Salary Surfer and Cal-pass Launch Board to assess students’ gainful employment and emerging industry trends. Certificate programs also have external requirements to assess mastery. Students in Medical Assisting, for example, must complete a physician clinic and externship that contains 160 hours of work required by the State for the certificate.

Per the Perkins Core Indicator Reports, in three out of the five academic years, CTE programs at the College had a higher employment rate for their students than the state average of all CTE programs in the California Community College system. The College’s CTE employment rate in 2010-2011 was 79 percent, 4 percent higher than the state average at the time. The College’s employment rate dropped to 69 percent in 2014-2015, but this was still 6 percent higher than the state average (63 percent).
For the average employment rate of all TOP 2 codes, the four TOP 2 codes with the highest employment rate, Interdisciplinary Studies (TOP 49), Health (Top 12), Information Technology (TOP 07), and Engineering and Industrial Technologies (Top 09), have an employment rate of at least 70 percent in 2014-2015. Business and Management (TOP 05) and Media and Communications (TOP 06) have an employment rate of at least 50 percent. For five out of the seven TOP code CTE programs, the employment average for the last five years has been at least 66 percent, with four of them being at least 75 percent.

The College has recently signed on to participate in the CTE Employment Outcomes Survey conducted by the Research and Planning Group of California Community Colleges. This is a pilot project for the year 2015-2016; as such the College is awaiting the data. The survey will serve as another way to determine how well our students succeed and includes:

- Whether students became employed within their field of study
- If their community college coursework positively affected their earning potential
- Why students dropped out of CTE program

Included in the Outcomes Survey:

- **Completers**: Have received a vocational/CTE award that is Chancellor’s Office approved and enroll in 0-5 units each semester the next year (not enrolled or only minimally enrolled).
- **Terminal Certificates**: Received a vocational/CTE award of at least 6 units that is not Chancellor’s Office approved (such as certificates with less than 12 units) and are not enrolled the following year.
- **Skills Builders**
  - Have completed 9 units
  - Have not received a vocational/CTE award of 6 or more units
  - Are not enrolled the following year
Analysis and Evaluation

The College meets the standard. The Business and Workforce Division works very closely with industry partners and contacts. Faculty routinely review courses to ensure they meet industry standards and reflect technological innovations. They also utilize state and federal employment rates and data to inform their deliberations and make use of advisory councils to ensure that program content reflects the emerging trends in each specific field. Programs for which state licensure is required maintain high pass rates, often exceeding the Institution-Set Standards. Institutionalizing the reporting and/or tracking of employment rates and job placement rates upon completion or near-completion of each program will strengthen the College’s efforts in preparing students for technical careers.

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

Supporting Evidence

BP 4022.2 Certificates Offered
BP 4100 Graduation Requirements
BP 4100.1 AA and AS Degrees
BP 4100.3 Graduation Competencies
CTE Advisory Boards, College Catalog, Chapter 10
Tesla SJCC, The Mayor's Initiative, and Local Employers
National Center for Competency Testing
Salary Surfer
Launch Board
Core Indicator Reports – SJCC Career and Technical Job Rates
CTE Employment Outcomes Survey
Computer Applications and Computer Information Systems Comprehensive Program Review

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The College has established a process to continually evaluate program vitality, to identify programs for elimination, and to ensure that students are not negatively impacted by elimination or substantial changes to their program of study (BP 4020; AP 4020; AS Constitution).

The District has established Board policy related to program elimination (BP 4020, AP 4020). In addition, the College has established policies and procedures to ensure that students can complete their program of study or certification within a reasonable period of time. With respect to program vitality, Program Review is the primary vehicle by which programs evaluate their relevancy to the College, community, and the labor market.
Program Viability

Courses are identified for elimination in consultation with faculty, deans, the curriculum specialist, and the Instructional Policies and Curriculum Committee. The deliberations for course and/or program elimination are noted in the Program Review Handbook. Most recently, the IPCC has developed a campus Program Viability Review Policy and Procedure in accordance with Title 5, section 51022 that requires college districts to develop a process for program discontinuance. In the event that there is evidence that a program may no longer be viable due to low enrollment, lack of adequate funding, out of compliance, or other criteria, the Program Viability Review Procedure is utilized to convene an ad hoc review committee for the purpose of determining an appropriate plan of action. Post-review recommendations include program suspension, discontinuance, or revitalization. Whatever the resulting decision, the impact on students and employees is a major consideration. In addition, this policy establishes criteria and guidelines for the revitalization and suspension of programs that may be administered as alternatives to discontinuance.

Student Completion of Requirements

Once a course or an entire program is eliminated or significantly changed, affected students work with the counseling department to ensure their course of study is completed in a timely manner. For example, in the Career Technology Division, there are counselors specifically designated to work with students to ensure their timely completion of degree or certificate requirements.

Analysis and Evaluation

The College meets the standard. The College has established policies and procedures to ensure that students can complete their program of study or certification within a reasonable period of time, even when course or program deletions occur.

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

Supporting Evidence

BP 4020 Program and Curriculum Development
AP 4020
SJCC Academic Senate Constitution
Program Review Handbook
Annual and Comprehensive Program Reviews
Program Viability Review Policy
Program Viability Review Procedures

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.
Evidence of Meeting the Standard

The College systematically evaluates all its programs and courses, and utilizes outcomes assessment to assure quality and currency of offerings. Specifically, there are a number of processes that collectively support the institution in meeting this standard, including curriculum development, program review, recruitment, evaluation, and professional development.

Curriculum Development

As described in II.A.2, the College has an Instructional Policies and Curriculum Committee that works with discipline faculty to develop curriculum for new courses, certificates, and degrees and to revise/update existing curriculum to meet the needs of the community (BP 4020.3, 4020.4, 4262, 4262.1, 4262.2, 4262.3). In concert with the Student Learning Outcomes and Assessment Committee, the College has procedures in place to regularly evaluate its courses and programs in terms of their effectiveness in enhancing learning outcomes and achievement for students.

Program Review

Led by the Program Review Committee, all areas of the College participate in Program Review on an annual basis. In the Program Review process, all College stakeholders are involved in program-level discussion regarding evaluation, analysis, planning, and action. Specifically, Program Review requires details on how assessment and data review have been utilized to improve instruction. As evidenced by the Program Review documents, the culture of the institution is one that emphasizes systematic improvement through ongoing assessment.

Recruitment

The College is committed to the recruitment of faculty, staff, and administrators who are energized and excited by the prospect of working in a unique learning environment in an urban setting. Faculty hiring practices are focused on hiring individuals who excel at teaching and are prepared to work with an incredibly diverse and culturally rich student population.

Evaluation

The faculty evaluation process is another area where the high quality of teaching found at the College is assured. Full details of the evaluation process are outlined in the faculty collective bargaining agreement and include a peer evaluation, administrator evaluation, student evaluations, and a self-evaluation. Separate forms exist for the evaluation of distance education classes. Primarily viewed as a professional growth opportunity, faculty evaluations are designed and conducted in a collegial manner and involve full participation from the College’s Academic Senate. When areas of improvement are identified, a detailed process for the development of an improvement plan, resources available, and associated timelines are developed in collaboration with a faculty member’s evaluation committee.
Professional Development

Staff and faculty professional development is another avenue in which the college ensures a high quality educational experience for students. The Professional Development Center is a resource for all employees who are looking for resources, training, literature, as well as a collaborative learning space. In addition, the College’s Professional Development Committee is responsible for coordinating the programming for the College’s Professional Development Days, Employee Recognition Ceremony, and the Holiday Social. A faculty member with reassigned time is responsible for providing opportunities for training as well as chairing the committee. The Committee is also responsible for reviewing and approving requests for professional development funds that are available to all employees.

Continuing and/or Community Education

The Workforce Institute (WI) is an enterprise business unit of the San José Evergreen Community College District. The WI, through fee-based trainings, offers all community education and continuing education. These trainings have no direct association with the College.

Analysis and Evaluation

The College meets the standard. The College regularly evaluates and improves the quality and currency of all its instructional programs, regardless of delivery mode or location, through curriculum development and revision, outcomes assessment, the hiring and evaluation of faculty, and professional development.

The analysis of the functional map with respect to the Workforce Institute indicates that the delegation of duties between the District and the College is more accurately that the District collaborates and supports the WI. This technical change will be made at the next review of the functional map.

Supporting Evidence

BP 4020.3 Precollegiate Basic Skills Courses
BP 4020.4 Basic Skills Courses
BP 4262 Associate Degree Credit Course
BP 4262.1 Non-Degree Credit Course
BP 4262.2 Noncredit Courses
BP 4262.3 Community Services Class
BP 4300 Field Trips and Excursions
Program Review Handbook
SJCC Academic Senate Constitution
Professional Development Center
Professional Development Committee
Workforce Institute
Standard II.B. Library and Learning Support Services

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

The San José City College Library supports the programs of the College, the learning needs of a diverse student population, and the teaching requirements of faculty and other learning support professionals by providing a rich variety of learning resources and instruction in the principles of information competency. The Library’s goals and purpose are communicated through a mission statement that is posted on the Library webpage and in key locations throughout the Library.

In addition to the Library, the College is committed to supporting student learning and achievement through services offered at the Tutoring Center, the Reading and Writing Center, the Open Computer Lab, the ESL Lab, and the DSP&S High Tech Lab. These services offer specialized support by discipline and are centrally located on the first floor of the Learning Resource Center, making it easy for students to access these services in conjunction with the Library.

Evidence of Meeting the Standard

The Library supports the educational endeavors of students, faculty, and staff in accordance with Board Policy 4040 - Library Services by providing materials and services “that are an integral part of the educational program.” The modern Library facility, extensive collections, spacious study areas, and instructional programs contribute to the academic learning and success of students and enhance the intellectual life of the campus.

Centrally located on the second and third floors of the Learning Resource Center, the Library was planned with input from Library and Learning Resources faculty and staff, campus administrators, and members of the Facilities Committee. Importantly, the Library was designed according to ADA standards to provide universal access for all learners.

The Library provides services and resources to students who access the Library from off-campus or after regular operating hours. The Library’s Distance Education webpage provides links to databases, e-books, research, and citation guides. The Library homepage provides information on hours of operation, loan periods, computer availability, reference service, interlibrary loan, and other resources and services. Students are able to access the online catalog and renew Library materials at any time.
The goal of these efforts is to create effective learning spaces for students physically in the Library or through remote access; they are able to utilize library resources at any time and from any location.

Library Collections – Quantity, Currency, Depth, and Variety

Library collections provide teaching and learning support for students and faculty and are developed and managed based on curriculum needs, usage data and other related factors. The Library offers a wide variety of collection formats including print (reserves, reference, periodicals and general book collection), audiovisual, and databases. To ensure the currency of the collections of Library Databases, the librarians carefully consider expanding e-resources by selecting from among the growing availability of online resources such as e-books, streaming video, and online journals. Each year, the librarians purchase additional titles for the online book collection to provide long-term access to high quality materials; they also delete holdings on an ongoing basis as the e-book collection ages.

The librarians select, acquire, and make accessible materials that support the instructional programs of the College. When faculty create or revise courses, they are required to review Library holdings in relevant subject areas and determine whether the courses are supported with adequate research materials. The curriculum management system, CurricUNET, provides a link to the Library catalog to facilitate faculty evaluation of the collection in order to complete the "Library Resources" portion of the Course Outline of Record. Faculty members alert the Library when resources for a specific subject area need strengthening.

The Library houses a large reserve collection of textbooks and instructor materials that is used heavily by students; it generated 24.3 percent of all circulation activity during academic year 2014-15. The importance of the reserve collection as a support to student learning was illustrated during spring 2015 when the library received $12,000 in Basic Skills Initiative funding to augment the collection with textbooks required in basic skills courses.

In order to provide educational resources to students regardless of location, the Library acquires materials in both print copy and in electronic format. As of fall 2015, Library holdings included 66,975 books, 3,147 media items, and 55 periodical subscriptions. In addition, students have 24/7 access to 72 databases and 531 electronic books. In response to the needs of remote access Library users, and to provide them equal service, more than half of the collection development budget is spent on resources in electronic format.

Library Collections

Librarians develop and maintain resources that are current, authoritative, varied in format, suited for various proficiency levels, and are appropriate to the mission of the College. The needs of all academic programs are addressed by a balanced Library collection that supports general education and transfer curriculum, provides specialized resources required for CTE and two-year degrees and certificates, and makes available pre-collegiate materials needed by basic skills and ESL students.
In order to select materials for the wide variety of educational programs offered by the College, the Acquisition Librarian (also a member of the Instructional Policies and Curriculum Committee) reviews new and revised courses in CurricUNET and carefully monitors faculty responses in the “Library Resources” section of the Course Outline of Record. The librarian notes whether or not Library resources are found to be sufficient by the proposer. If resources are determined to be insufficient, or if faculty requests to be contacted by the Library, the librarian liaison for that department contacts the faculty to discuss the materials needed to support the course. During spring 2016, faculty who had noted that Library resources were insufficient for a course, or requested contact by library, received an email soliciting suggestions for purchase.

**Liaison with Faculty**

Each librarian is assigned collection responsibilities based on subject expertise and academic degrees. They serve as liaisons to specific instructional programs in order to stay current with needs for books, periodicals, audio-visual items, and database subscriptions. Librarians attend departmental meetings and engage instructional faculty in dialogue to assure good representation of all disciplines within the collection, both in print and electronic format. Librarians acquire resources based on subject content, Student Learning Outcomes (SLOs), and the modality of individual courses. (See further discussion in Standard II.B.2.)

Librarians collaborate with faculty and division deans to arrange funding for specific resources that the Library budget cannot cover. For example, the Library database budget was augmented in 2014-15 and 2015-16 in order to subscribe to the LexisNexis database that is essential for the 2+2+3 Pathway to Law Program. In addition, through membership on the Basic Skills Initiative Committee, a librarian stays informed of projects sponsored by the committee.

The College Program Review process is a key driver in identifying programmatic needs. During spring 2016, the Acquisition Librarian surveyed the final submissions of annual and comprehensive Program Reviews and noted when a request was made for increased or specialized Library resources. As a result, an email message was sent to the faculty and deans requesting suggestions for Library purchases. As a result, more than $2,000 was spent on books and DVDs for specific courses and programs.

Librarians provide resources in a variety of formats, both printed and electronic, to meet the information needs and learning styles of students and faculty, both on and off-campus. Offsite students and staff are able to access electronic library resources after authenticating their identity by providing first and last name, and student or staff ID number.

**Learning Support Services – Computers, Equipment, and Technology**

Students have access to computers and learning software and technology at the campus and online. The Library connects people to the technology by offering a wide variety of services, including one-on-one instruction and assistance by reference librarians, and software needed to do library research or create research projects. Other learning technology includes
document replication services (printing, scanning, photocopying), DSP&S software, and Wi-Fi access. The College’s IT department provides troubleshooting, software updates and equipment replacement and repair.

Students seeking additional services to support their learning are encouraged to drop in to the Learning Support Centers located centrally on the first floor of the Learning Resource Center Building. Here students may use a computer, complete copy or print jobs, and receive tutoring in any one of the centers. The ESL Lab is open to all students enrolled in ESL classes who are seeking additional support for all skills areas in ESL (Reading, Writing, Listening, Speaking). The Reading and Writing Center provides a friendly and comfortable environment for students to get tutoring help with all assignments related to reading and writing in all disciplines. The Tutoring Center provides tutoring services for all non-reading and writing disciplines, such as Math, Accounting, Business, Science, and Foreign Languages. The DSP&S Computer Lab provides adaptive technology to assist students, including text/screen readers, screen enlargers, alternative media, and assistive technology including voice activation software and Braille keyboards. Training for these services is also provided.

Student satisfaction of services offered through these centers is consistently high, at an average of 95 percent satisfaction. Despite the decrease in overall College enrollments, the numbers of requests for services is constant or increasing. As an example, and according to the RWC Program Review, the College’s tracking device SARS indicates 1,445 student visits in fall 2014 and 1,709 one-on-one contact hours with either a peer tutor or center instructor; a total of 2,653 slips were also completed requesting assistance. Spring 2015 data indicates 1,501 visits and 1,878 contact hours between students and either peer tutors or center instructors, an increase of 169 contact hours and 56 visits. This data also shows that although headcounts declined from fall 2014 to spring 2015 for Learning Skills 210 (Supervised Tutoring), 634 to 563, the contact hours and visits from students requesting help increased. In addition, 89 percent of students using the Open Computer Lab (spring 2015 survey) report that the staff is helpful, with 90 percent of students reporting that a computer is always available. Additionally, as per the Tutoring Center Program Review, 95 percent of students in the Tutoring Center report waiting no longer than 15 minutes for help from a tutor, with 87 percent of students reporting that the tutors were helpful in improving their skills and understanding of material.

With respect to the first floor learning support centers, current resources for services are considered appropriate and meet student demand. One change that positively impacted the Open Computer Lab was the College’s increased support of staffing for the Lab. In 2011, funding was available to support one full time position in the Open Computer Lab. However, through the resource allocation process, the College recognized the need for additional support. The Open Computer Lab is now staffed with 1.5 full time and an additional 2.0 part-time staff members. This staffing supports students seeking help with fundamental tasks such as accessing MyWeb (the College’s portal for registration, purchasing parking permits, accessing grades, etc.), logging into and using Moodle (the College’s learning management system), and using applications of Microsoft Office.
In addition, the budget for student tutors has increased dramatically as a result of the College’s growing emphasis on student success. After initial support from the College’s Basic Skills Initiative, followed by documented evidence of the need for an established tutoring budget, the College now fully supports student tutors in the ESL Lab, Reading and Writing Center and Tutoring Center.

The Library provides computers and other equipment to help students carry out course-related activities. There are 22 personal computers in the Library reference area that are used primarily for research but also as an auxiliary computer lab to the main lab on the first floor of the building. In addition, the Library makes available six laptop computers for student use in group study rooms, and five laptops for extended borrowing by faculty and staff. Per the Library’s 2014-15 Comprehensive Program Review (p. 10-11), the Library classroom is equipped with 30 computers, an instructor podium with computer projection capability, an audio-visual system, and an overhead projector.

DVD/CD and VCR players are available at six viewing stations in the Library. There are two photocopiers and a computer printing system (GoPrint) that prints in black and white or color. Wireless access is available throughout the building.

Disabled students have access to computer equipment and furniture that are compliant with the Americans with Disabilities Act. In compliance with the Disabled Access Policy, a reserved workstation is equipped with an adjustable table, a text enhancer, and the full MS Office and JAWS.

In 2014, the College and its sister college, Evergreen Valley College, collaboratively used bond funds to upgrade their shared library system. Through the purchase of the Sierra application from Innovative Interfaces, Inc., a variety of add-on features was acquired, such as:

- An automated book ordering system
- A feature that allows online fine payment and removal of library holds
- A collection analysis tool that provides details of subject coverage and item usage statistics
- A catalog function that combines the retrieval of print materials, journal articles, and other media in one search

*Instruction – Quality, Depth and Variety*

Librarians support the educational goals and objectives of all students by providing individual and group instruction in Library use, research strategies, and the principles of information competency. The ability to access, retrieve, analyze, evaluate, apply, and document sources contribute to student success and enrich lifelong learning (Library Program Student Learning Outcome #1). Librarians incorporate the principles of information competency as they teach research methods and assist students in locating information.

The Library orientation is the primary means through which students receive formal instruction in research methods and information competency. Orientations are publicized at the beginning of each semester, and faculty can schedule sessions using the Orientation
Request Form on the library’s Faculty Forms webpage. Orientations can be tailored to a particular assignment, subject focus, or research method. Instructors are encouraged to bring students to the Library classroom to provide them with hands-on online research practice. Librarians also visit classrooms to present orientations upon request.

Librarians design information competency curriculum to meet the needs of students at all levels - from basic skills to transfer students. They offer instruction for students both on and off-campus in various forms, such as online research guides and tutorials. Fifteen research guides provide students with suggestions for research strategies and appropriate resources for recurrent assignments, such as writing an argumentative essay, critiquing literature, or exploring career fields. Five tutorials are linked to the Library’s distance education page and supply foundational instruction in research topics, such as how to use the online catalog, how to locate a book, and how to search a database. An information competency course, LIB 015 - Electronic Research and the Internet, was developed through the College’s curriculum process and is available in the online format.

Through the Program Review process, the Reading and Writing Center also identified a need to ensure consistent quality of instruction offered by peer tutors. Although student tutors in the center are required to successfully complete LS 090 (Directed Tutoring Experience), the team in the center sought alternative certification to bolster the quality of the tutoring services as well as provide a consistent level of service through tutoring program certification. Through the Program Review process, professional development funds were allocated for the program coordinator to attend a national conference on tutoring, which allowed her to network with certification reviewers and received information in preparation for the application process. The Reading and Writing Center is now a Level 1 approved tutor training program through the International Tutor Training Program Certification through the College Reading and Learning Association (CRLA), effective spring 2015 (currently also being sought by the Tutoring Center). The tutor training program continues to enhance its curriculum to meet the needs of students. For example, tutors in the Reading and Writing Center recently received training in compliance procedures and processes related to Title IX regulations.

Modes of Learning

The Library supports student learning regardless of location or means of delivery. All students have access to the physical Library facility and its resources that include 64,669 books and AV materials and 55 magazine subscriptions. Students also have access to 22 computers, ten group study rooms, and the choice of numerous quiet study spaces to help them achieve their educational goals.

The Library website is publicly accessed via the Internet from the QuickLinks menu on the College’s main page. Large, easy-to-navigate icons guide students among the various options for accessing information, and the Library’s distance education webpage highlights services and materials of special importance for the off-site student.
For students seeking online support for tutoring, the Tutoring Center and Reading and Writing Center offer online tutoring through the College’s learning management system, Moodle. The Online Reading and Writing Center (ORWC) has been in operation since fall 2014. This service provides feedback to writing/reading to students in an online format. Students first enroll in a specific LS 210 (Supervised Tutoring) section designated for online assistance. Within 24 hours of enrollment, students are given access to the ORWC Moodle shell. The service is advertised to all instructors through email a couple of times early in the semester; in fall 2015, the ORWC was also advertised to all students through an eblast. For fall 2015, approximately 35 students signed up for this section. Almost all of the students who signed up for assistance were from English and ESL classes. Using this system, students upload their assignments via the ORWC Moodle shell. They also fill out an Individual Help Form that asks them to designate one to three items of concern (such as thesis statement, development of ideas, MLA format). Students are given about 20 minutes of feedback on their paper. Staff at the ORWC comment on approximately five to ten papers a week. Feedback is usually provided to students via email within 24 hours.

The Library is usually open 47.5 hours per week during the fall and spring semesters. During spring 2016, the Library received additional funding in order to expand evening service and closes at 9 p.m. on Tuesdays and Wednesdays. Prior to spring 2011, the Library was open 59.5 hours per week, but due to budget cuts, evening and Saturday hours were eliminated. During regular business hours, students can email or phone the reference desk librarian with a reference question or ask for assistance in searching databases.

Per the 2015-16 Annual Program Review, during the 2014 and 2015 summer sessions, the Library increased its schedule by an additional 3.5 hours per day; the library was open Monday through Thursday from 8:30 a.m. to 6 p.m., rather than its usual summer schedule of 10 a.m. to 3 p.m. Summer session 2016 followed the schedule established for the prior two summer sessions. Likewise, Intersession 2015 saw an increase in hours by adding Fridays to the usual Monday-Thursday schedule, 11a.m. to 6 p.m. p3).

The Library reflects its role as a teaching and learning location by providing a 30-seat electronic research lab that is reserved for Library instruction. In addition, the building contains two conference rooms, one of which has video conference capability. Study areas are found throughout the library ensuring a refuge of peace and quiet for serious academic endeavors. Ten group study rooms, well equipped with large tables, white boards, and Internet access, are available for groups of two to eight students. The rooms are heavily used, particularly during midterm and finals time. The Library Virtual Tour presents how the individual study is enhanced by the availability of private carrels, spacious open study areas, and comfortable furniture that invite relaxation, reflection, and leisure reading.

Electronic resources are available 24/7 and are essential for student research. Subscriptions to approximately 75 online databases with access to full-text magazine, newspaper, peer-reviewed journals and reference books provide current and authoritative sources for student essays, speeches, and research papers. In addition, 531 e-books, owned in their entirety and in perpetuity, are accessible through the online catalog and through separate database search platforms.
The Library website includes video tutorials, help pages, and user guides to assist students in using Library databases. Easy-to-access, subject-specific research guides are available on the Library webpage to help students use Library resources. Finally, a Library Virtual Tour is available, complete with captioning.

In 2013, the Library Integrated Library System (ILS) was upgraded to the Sierra system. This service platform is a powerful operational tool that coordinates the primary library functions of cataloging, acquisitions and circulation. In addition, this platform performs materials and patron holds, records the collection of fines and fees, and can track circulation trends.

The Library provides services and resources to students who access the Library from off-campus, or after regular operating hours. The Library’s distance education webpage provides links to databases, e-books, research and citation guides. The Library homepage provides information on hours of operation, loan periods, computer availability, reference service, interlibrary loan, and other resources and services. Students are able to access the online catalog and renew Library materials at any time.

The Library also provides research capabilities and materials for students enrolled in distance education courses, prefer to do research from outside the library facility, or who will attend the future SJCC satellite campus in Milpitas. This off-site access is essential as the College submitted a substantive change proposal to offer fifty percent of more of courses in programs in online formats.

**Analysis and Evaluation**

The College meets the standard. The Library and Learning Resources support staff work to establish strong ties with students and faculty to support College programs and to address the learning needs of students. By providing a wide range of materials and services in a modern facility equipped with current technology, the Library contributes to the academic excellence of the institution.

In addition to a state-of-the-art facility and modern equipment, the librarians maintain a close relationship with faculty in order to create a collection of resources relevant to curriculum needs. They work to provide an instructional atmosphere that is conducive to individual teaching and learning styles. They are responsive to student need by providing materials that are varied in format, current in content, and often too expensive for students to acquire on their own.

Equally important to the physical offerings of the brick and mortar Library is the rich array of online resources available 24/7. Students and faculty can access from any location a wide variety of databases and an ever-increasing number of e-books. In addition, research assistance is offered to off-campus students through online research guides and a growing number of instructional tutorials.

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

Library mission statement
Board Policy 4040 - Library Services
designed according to ADA standards
Distance Education webpage
collection formats
Library Databases
CurricUNET
Basic Skills Initiative funding
Library holdings
collection development budget
e-mail soliciting suggestions for purchase
librarian liaison
e-mail soliciting suggestions for purchase
departmental meetings
LexisNexis database
Library purchases
electronic library resources
Tutoring Center Program Review
RWC Program Review
Comprehensive Program Review
Disabled Access Policy
shared library system
Orientation Request Form
information competency curriculum
online research guides
distance education page
LIB 015 - Electronic Research and the Internet
course
Fall and spring semesters
2016-16 Annual Program Review
Library Virtual Tour
e-books
video tutorials, help pages, and user guides
substantive change proposal

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The Librarians select, acquire, and maintain a current collection of print, audio-visual, and electronic resources to support, augment, and supplement the College curriculum, course
assignments, student success, and lifelong learning based on critical feedback from faculty and others responsible for student learning. This component of the work the Library provides is a key service area outcome that provides evidence to continually improve the quality and variety of resources available to students (Library Service Area Outcome #1).

**Collaborative Expertise**

Librarians develop and maintain resources that are current, authoritative, and varied in format; they select materials suited for various levels of reading and subject proficiency and that are relevant to the educational objectives of the students. The Library plays a key role in maximizing student learning and achievement by providing high quality resources that meet student needs and abilities. The requirements of academic programs are addressed by a balanced Library collection that supports the general education and transfer curriculum, provides specialized resources necessary for CTE and two-year degrees and certificates, and makes available pre-collegiate materials for basic skills and ESL students.

In order to select materials for the wide variety of educational programs offered by the College, the Acquisition Librarian (also a member of the Instructional Policies and Curriculum Committee) reviews new and revised courses in CurricUNET and carefully monitors faculty responses in the “Library Resources” section of the Course Outline of Record. The librarian notes whether or not library resources are found to be sufficient, and if not, the librarian or the librarian liaison for that department contacts the faculty to discuss what materials are needed to support the course, whether distance education or face-to-face.

The criteria for selection of e-resources are as rigorous as for print. Only e-books or databases produced by well-known publishers are acquired, and collection analysis guides the librarians in their decisions of e-resource purchases. A subject “accordion” of 17 headings found on the database webpage facilitates student use of the library’s 75 databases, and access to the library’s 531 e-books is available both through the online catalog and through a database search interface.

In addition, the Library Policy for Selection of Books and Other Materials guides librarians in the selection of print, audio-visual and e-resources; recommendations from faculty, staff and students are carefully considered. Professional reviewing sources and publisher catalogs are regularly consulted to develop physical and electronic collections of high quality. Using available funds, the Library acquires materials and media in a variety of formats.

**Liaison with Discipline Experts**

Librarians and discipline faculty partner to provide students with the best resources needed to reach their educational goals. Faculty, as subject experts, alert librarians regarding important issues in their fields and recommend materials that would support their programs. Librarians act as liaison to specific disciplines and connect with faculty to stay current with subject-specific needs for books, periodicals, audio-visual items, and database subscriptions. Attendance at departmental meetings provides librarians an opportunity to communicate with faculty about Library services and to receive suggestions and feedback.
Partnerships with faculty and administration have also resulted in financial support for resources beyond means of the Library budget. When Library funds were not sufficient to subscribe to the LexisNexis database, faculty and the Dean of Humanities and Social Science supported the library in securing additional money to acquire this resource vital to the 2+2+3 Pathway to Law Program. The Basic Skills Initiative Committee has allotted funds to the Library several times for purchase of ESL materials and for reserve textbooks for basic skills courses.

The College Program Review process connects librarians with the resource wants and needs of specific programs. During spring 2016, the Acquisition Librarian reviewed annual and comprehensive Program Reviews and contacted faculty who had mentioned the need for increased or specialized Library resources. As a result, funding was provided to strengthen discipline-specific resources.

Equipment and Materials

In order to provide educational resources to students regardless of location, the Library acquires materials in both traditional print copy and in electronic format. As of fall 2015, Library holdings included 66,975 books, 3,147 media items, and 55 periodical subscriptions. In addition, students have 24/7 access to 72 databases and 531 electronic books.

In response to the needs of remote access Library users, and in order to provide them equal service, more than half of the collection development budget for 2015-16 was allotted to resources in electronic format: $38,500 was dedicated to the purchase of e-books and database subscription renewals and $32,411 was allotted for print books and periodical subscriptions.

Librarians have dedicated substantial time and resources in the development of collections focused on the needs of specific groups of students. A collection of graded reading material (Easy Readers) is highly utilized by ESL and other developing readers. Librarians have acquired many titles published for middle school and high school reading levels to provide basic skills students with resources suited to pre-college curriculum.

In the selection on online resources, librarians take into consideration the pre-collegiate reading levels of ESL and basic skills students. Among the Library’s 75 databases, four are especially suited for reading levels below college and are promoted under the heading “ESL & Basic Skills” on the database webpage. In addition, the Library’s two e-book collections include many titles written for ESL and students reading at below college level. The 181 titles of the Infobase e-book collection are all written for sixth grade through high school reading levels.

Books appropriate for basic math, reading, and writing courses are “tagged” in the online catalog as “Skill Builders” to improve their accessibility. There are currently 52 items designated as Skill Builders for ESL, 41 Math Skill Builders, and 38 Reading & Writing Skill Builders. The Library’s ESL Resources webpage features books, CDs, and databases.
particularly suited to ESL reading levels. Link here to ESL Resources webpage again. (Evidence #35).

Although popular with all students, the “Success Collection” was originally created to address the needs of students who are new to college or are re-entering as adults. This browsing collection features books that inspire, encourage, and provide instruction on a variety of study skills useful to all students, but particularly to those who might feel challenged by an academic environment. Needs a link to Success Collection.

The Library maintains a Reserve Collection that provides textbooks and other items provided by instructors to support their course curriculum and to help students who cannot afford to purchase expensive materials.

In order to promote the awareness and use of library resources, recently purchased books are featured in the Library homepage’s “What’s New” box, and book displays dedicated to cultural heritage months are advertised on the page and publicized campus wide through email announcements.

**Analysis and Evaluation**

The College meets the standard. Librarians partner with faculty and leaning support services professionals to develop and maintain materials that are current, authoritative, and address the needs of students of various educational goals and proficiency levels. They strive to provide materials in formats that are accessible to students regardless of location.

In order to stay abreast of the curriculum needs of the wide variety of college programs, the librarians participate in the curriculum process by monitoring the need for Library resources of new and revised courses as stated by faculty in the Course Outline of Record. The librarians keep current of program needs by reading Program Reviews, attending departmental meetings, and participating on campus committees; all these activities contribute to their ability to respond to the needs of faculty and students.

The Library offers a balanced collection that serves the needs of students on and off campus, and provides materials to specific user groups such as ESL and basic skills students through its reserve textbook collection and other services. Finally, it publicizes and promotes the use of its many resources through its homepage that spotlights new acquisitions and highlights monthly book displays and through periodic, campus-wide communications.

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

**Supporting Evidence**

[Library Service Area Outcome #1](#)
[Library Resources](#)
[librarian liaison](#)
II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The librarians and the learning support center faculty and staff determine the adequacy of materials and services in support of identified student needs through both internal self-evaluation and external assessment provided by faculty and students. The College Program Review process serves as the principal method through which the Library, Tutoring Center, Reading and Writing Center, and the ESL Lab conduct this evaluation to make better decisions, re-purpose existing resources, and identify new resources to close gaps. Through Program Review, the faculty and staff determine the success of the Library and learning support services in the achievement of student learning and service area outcome goals; each of these learning support service areas has received a proficient rating on all comprehensive and annual program reviews since 2010-11 when the College Program Review procedure was revised.

The Library and learning support centers examine student learning, student achievement, and program efficiency data to evaluate their effectiveness and to implement improvements. To evaluate student learning, the librarians examine student work resulting from library-directed SLO assessments; and to evaluate general student achievement, the librarians look at college-wide measures of success. Program efficiency measures are evaluated through service area outcomes.

The librarians conduct formal assessments during the four-year Program Review cycle to determine the effectiveness of Library services in the support of student educational needs. During academic year 2014-2015, for example, the Library completed its Comprehensive
Program Review, which included the assessment of its three program outcomes (one student learning outcome and two service area outcomes).

**Student Learning**

The Library examines student competency in information literacy based on the program's Student Learning Outcome #1 that aligns with all six of the institutional learning outcomes.

The Library Program Student Learning Outcome (SLO) is the basis for instruction, whether it takes place with individual students at the reference desk or during a class orientation. The Library Program SLO was previously assessed in a variety of ways, but primarily within the context of LIB 015: Electronic Research and the Internet, which incorporated course SLOs related to the principles of information competency. However, since this course is no longer offered, assessment of this SLO has been conducted during Library orientations using a variety of methods administered by as many as five different librarians. This weakness in the Library’s instructional program was addressed in the 2014-2015 Comprehensive Program Review and noted as a change needed to be implemented during the next review cycle. During spring 2016, a three-tiered Library curriculum was developed and the first of three standardized assessment tools adopted and administered by librarians. These assessments will help determine the effectiveness of orientation content and teaching methods.

Librarians work with discipline faculty in the development and design of curriculum, assignments, and assessments that utilize Library resources. A popular Library assignment, developed by an ESL instructor and a librarian, is used as an assessment for the Library Program SLO. It is assigned to students after a general orientation and is graded and scored by the librarian and then returned to faculty. This assessment provides valuable evaluative data to both instructor and librarian.

During spring 2016, ESL faculty and a librarian collaborated on a series of two library workshops for ESL students that focused on the use of databases and e-books selected primarily for ESL and basic skills students. Post-workshop assessments were administered to participants, and the ESL and Library programs used the results to evaluate their respective program student learning outcomes.

Several faculty in the English Department have collaborated with librarians in a series of short, “Small Bites,” orientations designed to complement course content and scheduled to coincide with course assignment due dates. The librarians analyze course content, SLOs, and proficiency level of students in order to customize the library presentation to a specific course and faculty focus.

The Library Student Learning Outcome is the cornerstone of the Library instructional program and is conducted individually with students at the reference desk and in a classroom setting during orientations. In addition, it was noted in the 2014-2015 Library Comprehensive Program Review that with the increased attention on distance learners, one of the Library’s primary goals was to provide a series of online instructional tutorials for students on Library use and research. Some of the projected tutorials are currently accessible.
through the Library homepage and Distance Education page, including the following: a “virtual” Library tour, how to start research, use the online catalog, find periodical articles, and locate a book in the shelves. The progress of this project was documented in the Library's 2015-2016 Annual Program Review and will continue to be monitored in successive program reviews.

Student learning is also the focus for the learning support services centers. LS210 (Supervised Tutoring) is a 0-unit lab course that is open to all registered students to access tutoring in the Reading and Writing Center as well as the Tutoring Center. The ESL program offers 0.5-unit co-requisite lab courses and 0-unit lab courses for reading, grammar, and pronunciation. Students are invited to receive support in all subject areas through these centers that are under the direct supervision of a faculty lead, instructional support staff, and trained peer tutors. In addition to tutoring, students are welcome to use the centers as a quiet place to study independently and access computers and software relevant to discipline needs. The ESL lab offers highly specialized programs for ESL learners and also maintains a carefully curated website (www.eslstation.net) that houses resources and links to activities for students regardless of location.

Student tutors are also available for services in the classroom. In-class peer tutoring has become increasingly popular amongst instructional faculty particularly for those teaching in ESL and basic skills classrooms. Students who enroll in a class with an in-class tutor report being more motivated to utilize the Reading and Writing Center as a result of having an in-class tutor, based on a small survey conducted in Spring 2015.

The Reading and Writing Center and Tutoring Center conduct outcomes assessment each semester for students enrolled in LS210 (Supervised Tutoring) and LS 090 (Directed Tutoring Experience), the tutor training course for student tutor employees. These assessments are gathered through student survey and satisfaction questionnaires. Overall satisfaction of students surveyed is high. As an example, in fall 2015, the Tutoring Center survey results showed that 96 percent of survey respondents indicated that after using the center they felt more confident in their ability to learn the course material. In addition, 95 percent of respondents indicated that tutoring sessions enabled them to apply what was learned to solve similar problems. In spring 2015, of those who responded to the Reading and Writing Center assessment tool survey, a large majority of students working with either the RWC peer tutors (93 percent) or center instructors (96 percent) during spring 2015 and fall 2014 semesters found the assistance they received either probably or definitely helped them achieve success in their course work, and subsequently their academic goals. With respect to LS 090, outcomes assessments are based on class discussions and assignments regarding the challenges and highlights of working as a peer tutor. Since fall 2013, the LS 090 instructor and RWC faculty lead have conducted observations of working tutors as an additional evaluation component. Results of all assessments are recorded in program review and in TracDat.
Service Area Outcomes

In order to measure library user satisfaction with materials and services, student surveys have been administered in a variety of formats throughout the years, but the most productive is the "e-blast" survey, an online survey sent to students through e-mail. Due to the secure and controlled method of its administration, the data elicited is more valid than that of past informal paper surveys.

During academic year 2015-2016, the library began a new cycle of program assessment. Service Area Outcome #2, related to library access and services, was re-assessed at the end of spring 2016 using an e-blast student survey. Questions were formulated to determine the frequency of Library use, primary reasons for use (and non-use), and satisfaction with library hours.

The statistical analysis of materials use, gate count, number and type of reference desk transactions, orientation requests, and use of electronic resources is used to determine appropriate hours of operation, selection of resources, and the effectiveness of publicity methods. For example, review of the low circulation rate of print magazines and journals and the increased use of electronic resources convinced librarians to reduce the periodicals budget and increase the database budget. Hourly gate counts during summer sessions and intersessions are closely monitored to determine optimum library scheduling. The heavy use of the library during the early morning hours of summer sessions in 2014 and 2015 was instrumental in deciding the schedule for summer 2016.

The College curriculum development process provides another valuable source of external assessment. Librarians pay close attention to faculty evaluations of Library materials as recorded in the Library Resources section in the Course Outline of Record for new or revised courses. Faculty opinion regarding the sufficiency of Library resources is officially documented and provides librarians with clear indication if action is necessary to upgrade or expand resources in a particular subject area. A report of faculty responses can potentially be generated at the end of each academic year using CurricUNET, the newly adopted course management system.

Establishing a direct connection between support services and achievement has been challenging for the tutoring centers, although as previously noted, student perception of the effectiveness of these services has consistently been positive. Faculty in the ESL department voted in fall 2014 to increase course expectations for students enrolled in 0.5-unit ESL labs. Students were required to conference with ESL faculty and document completion and success in online quizzes. The effect of this increased rigor was first investigated in fall 2014 and spring 2015, and while results varied by skill level, the data demonstrates that the change in rigor appeared to relate positively with overall course success rates at the lower levels. As more data is collected with each successive semester, the department intends to look at how these results can be used to further inform the success of ESL students.
Continuous Improvement

Based on a review of the learning findings, success measures, and service area outcomes, the Library and learning resource centers reflect on the data and contemplate plans to improve effectiveness. Some plans involved the changing of existing practices and pedagogies and procedures to help better meet student needs. Others involved the re-purposing or requesting of one-time and on-going funds.

Librarians depend on faculty input to help improve and expand Library services. Basic skills faculty input was vitally important when the Basic Skills Initiative Committee provided the library funding to purchase course textbooks for its reserve collection. The project librarian contacted faculty to request title suggestions, and based on their responses, multiple copies of textbooks were purchased for student use.

Library statistics, such as gate count, reserve text and computer use are reviewed on a periodic basis to gauge trends in general library usage, but the examination of circulation rates of particular types of materials is very helpful in determining which are most important to students. During fall 2014, Service Area Outcome #1 was assessed through a review of the circulation statistics of print periodicals. After careful analysis, periodical usage was determined to be too low to justify the amount of money spent on subscriptions. As a result, “Project Open Shelves” was designed to encourage use of back issues of magazines; however after one semester, no appreciable increase in use was noted. The library’s 2015-2016 Annual Program Review described the project, discussed assessment results, and noted that the periodicals budget will continue to be closely monitored. Guided by the assessment outcome, the librarians reduced periodicals budget from $5,000 (academic year 2012-13) to the proposed budget of $3,500 for 2015-16.

A student survey was administered in spring 2012 via e-mail that elicited student satisfaction with the library hours of operations. A large percentage of students requested longer evening hours and access on weekends; therefore, the librarians and dean worked continually to find a way to restore Library hours. In spring 2016, a portion of previously cut library hours was added back to the schedule.

Analysis and Evaluation

The College meets the standard. The Library and Learning Resource Centers regularly evaluate their services through Program Review, which is the prime mechanism for review of data, reflection, and action. The Program Review thus connects these services with the rest of the College in larger integrated planning efforts and in the College’s strategic plan, and therefore the mission and College level goals.

Program review for the Library and learning resource centers examines three key sources of data: service area outcomes, success/achievement measures, and student learning findings. Student use, access and satisfaction are measured at key momentum points along the student
pathway. Dialogue about Library services, resources and instruction examines the connection of the Library with the instructional and other learning support services. Student learning outcomes analysis includes the review of the Library program learning outcomes; the information literacy GE outcomes; and student success in courses and programs offered on the campus, in hybrid environments and in online learning formats. Changes and improvements have been made to the Library program based on reviewing data. The data collected is direct student learning, quantitative data through the use of indirect assessment (surveys), and qualitative data through communications with faculty, staff and students.

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

Supporting Evidence

2014-2015 Comprehensive Program Review
Library curriculum
assessment
Post-workshop assessments
English Department collaboration
2014-2015 Library Comprehensive Program Review
Distance Education page
Library's 2015-2016 Annual Program Review
www.eslstation.net
student survey
gate counts
Library Resources
proposed budget
longer evening hours

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Cooperative Services

The Library connects and shares resources and services provided by both external institutions and internal College departments for the smooth operation of equipment, computer systems, and other Library infrastructure. Evaluation of these services occurs on a regular basis.
For example, the Library is part of an integrated library system provided by Innovative Interfaces Inc., an internationally known and respected company that provides assistance with system upgrades and troubleshooting as part of the annual Preventive Maintenance Agreement. The College retains ultimate responsibility and oversight of these services.

Library materials are processed using OCLC cataloging and the authority of catalog entries is provided by LTI Authorities; performance by both companies is satisfactory and reviewed regularly by the Library staff. The College retains ultimate responsibility and oversight of these services.

Library materials are acquired primarily through Midwest Book Supply. Librarians conduct a review of the materials to determine accuracy of order fulfillment, quality of physical items received, and correct billing. Librarian review of the company performance is satisfactory.

The Library participates in providing students with extended Library study hours at the San José State University Library by acting as liaison between SJCC Associated Students and SJSU Library staff. This service is of great value to students who seek a quiet study area after the SJCC Library closes and is especially popular during the University’s 24/7 Finals Study periods.

The library is a member of the California Community College Library Consortium (CCCLC) through which it receives discounted subscription rates to databases and other e-resources. The librarians also rely heavily on the evaluation of electronic resources provided by the consortium librarians and the informative listserv that supplies updates on events, standards, and products. The Library Coordinator regularly attends the annual consortium meeting in Sacramento to stay current of state funding for academic libraries and other professional concerns.

On Campus Cooperation

Student and staff computers are maintained by Campus Technical Services & Support (CTSS), and the District Information Technology Services & Support (ITSS) Department coordinates upgrades of software and hardware. A District systems analyst is available to assist with some of the maintenance of the Innovative Interfaces library system.

The Library maintains a Copy Center for student use equipped with two photocopiers and a print management system. The Library staff makes every effort to provide students with access to reliable working machines and arranges for repairs to be completed within a reasonable time period. The Library has a preventive maintenance agreement for the copiers and the print management system.

Security and Safety

A security system is in place to prevent theft of Library materials. The Library facility is maintained by the campus Custodial Services Department. The District Police Department responds to emergencies or disturbances caused by students.
Analysis and Evaluation

The College meets the standard. The librarians and administrative services staff review all contracts that exist for the provision of Library and learning support services for completeness and correctness. The librarians regularly review the service quality provided under the contracts for sufficiency and effectiveness and where relevant, changes and improvements are made. At no time does the College relinquish any of the ultimate responsibility for the delivery of the services and materials to student learning and success. The campus custodial staff and campus police maintain safety and security at the library.

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

Supporting Evidence

- Innovative Interfaces Inc
- OCLC
- Midwest Book Supply
- San José State University Library
- California Community College Library Consortium
- Campus Technical Services & Support
- District Information Technology Services & Support
- Two photocopiers
- Print management system
- Custodial Services Department
- District Police Department
Standard II.C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Regular Evaluation of Student Support Services Quality

The College regularly and continuously evaluates the quality of its student support services within the Student Affairs Division in departmental Program Review, Student Learning/Student Area Outcome assessments, departmental and division meetings, and State and Federal initiatives/grants. In addition to utilizing these avenues for evaluating the quality of its student support services, the College ensures the services are aligned with the mission of the College. The College ensures that services are delivered regardless of means of delivery in order to enhance accomplishment of the mission of the institution.

The Student Affairs Division is composed of student service units that address all steps of the matriculation process as well as serving targeted populations. The units of Student Affairs include:

- Admissions and Records
- ALMASS
- Articulation
- Assessment
- Associated Students Government (ASG)
- Career Transfer Center
- Counseling
- Disabilities Support Programs and Services (DSPS)
- Extended Opportunity Programs & Services/Cooperative Agencies Resources for Education (EOP&S/CARE)
- Financial Aid
- Guardian Scholars
- International Student Program
- Outreach
- Puente
- Student Activities and Development
- Student Health Services
- Umoja
- Welcome Center
- Veterans Resource Center
The College is committed to providing support to distance education learners and regularly evaluates the quality of its student support services for distance education learners. The College has a [Distance Education Plan for 2015-2018](#) that was developed by the Distance Education Committee. The plan identifies student support resources, such as [Online Education Initiative Student Readiness Modules](#), available to distance learners online. Also available is a [student readiness quiz](#) for students to determine if they are ready for the demands of online learning.

**Annual and Comprehensive Program Review Plan**

The Program Review process is the College’s major evaluation mechanism for regularly and continuously evaluating student services. Each student services unit assesses their respective area, which includes data analysis and an action plan to support student learning. Program Review allows student services departments to highlight improvements made in their areas, align services with established objectives, and plan for the future academic years. The Program Review process provides opportunities for programs to review their accomplishments, examine their strengths and weaknesses, and develop plans through which improvements can be achieved. See Student Services Program Reviews for the last two years. See Standard I.B.5 for a description of the annual and comprehensive Program Review process.

**Other Evaluation Mechanisms of Student Affairs Services and Courses**

In Student Affairs, counseling faculty and staff use many mechanisms for regularly evaluating the quality of the services offered and the Counseling Guidance courses in order to support student learning and enhance the accomplishment of the mission of the College. Those mechanisms include:

- Guidance and DSPS Courses Assessment
- Student Evaluation Form for Counselors
- Orientations Surveys
- Departmental and Division Meetings
- Student Learning Outcomes
- Other Assessment Methods such as Transfer Center Surveys, Data assessment.

**Student Services that Support Student Learning and Enhance the College Mission**

As a result of regularly evaluating the quality of student support services, several enhancements have been made to student services to contribute to student success. Some of the enhancements include implementation of:

- Pop-up counseling services during the first two weeks of each semester for counselors to answer students’ questions and direct them to their classes.

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46 Eligibility Requirement 15, Student Support Services, Compliant
47 Eligibility Requirement 15, Student Support Services, Compliant
• Triage of counseling services during peak times.
• Counselors assigned to Career Technical Education departments to better serve students using a case model approach.
• Counselor presenting in classrooms instead of instructors canceling class when they are absent.
• Counseling drop-in services offered on a daily basis (previously, drop in counseling was offered only twice a week).
• New tutoring system that provides more effective services to students with disabilities.
• DSPS forms and policies restructured to reflect the new Title V requirements.
• Outreach restructured with the hiring of additional personnel and increasing the customer service efforts of the Welcome Center.
• New initiatives implemented, such as Open House and the Male Summit.
• New software to enhance student services such as Financial Aid TV (FATV), StudentLingo, and Student Access software for DSPS. These programs improve the College experience for students and increase their graduation and transfer success.48
• New DSPS full-time supervisor and a part-time counselor to ensure best practices are implemented in the department and office procedures are staff communication are improved.

State and Federal Initiatives/Grants

The College also engages in regular review of its student services through State and Federal initiatives and grants. EOPS, CARE, and DSPS program plans that involves review of student services are submitted annually to California Community College Chancellor’s Office. These three major state categorical programs undergo financial and program audits annually in order to verify validity of services rendered to eligible students. Other state initiatives include Puente and Umoja. Most recently, the College has engaged in the review of its student services through the SSSP and Student Equity plans that require an identification of goals to achieve within the academic year and assessment and improvement of the services rendered. Each year, the College sets goals and targets to reduce disproportionate impact and increase educational opportunity.

Regardless of Location or Delivery Method

The College operates student support services to meet the learning and development needs of its students in alignment with the College mission. This practice is codified in Board Policy 5000. Programs and services are published in the College Catalog and on the College website.49 Students enrolled in distance education courses receive adequate and reasonable access to services that support their educational needs. Via online access, students have access to various online student services (See Standard II.C.3 for details). Counseling services for distance learning students are rendered via email and telephone. Counselors

48 Compliant, Policy on Institutional Compliance with Title IV; See, Checklist of Compliance with Commission Policies and Federal Regulations.
49 Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status; See Checklist for Compliance with Commission Policies and Federal Regulations
scheduled to Drop-In Counseling Services respond to distance learning students on a rotating basis. See Approved Substantive Change Proposal for Distance Education.\(^{50}\)

In fall 2016, the San José-Evergreen Community College District and Milpitas Unified School District will open a joint community college extension project. The facility will build on existing courses that have been offered to high school students; however, students will not be able to obtain fifty percent or more of a degree or certificate at that location. The College extension building will have learning spaces, a multi-purpose room, lecture halls, and a community auditorium. Students who attend the Milpitas location can access student services online, and a counselor will be assigned to the location. Future services will be evaluated and augmented as indicated through Program Review.

In summer 2016, the College began offering courses through the Silicon Valley Career Pathways, a joint project between the San José-Evergreen Community College District Workforce Institute and Metropolitan Education District. SJCC counselors will be on site to provide assistance with applications for admission, assessment, education planning and other advising services. Students will not be able to obtain fifty percent or more of a degree or certificate at this location.

Analysis and Evaluation

The College meets the standard. The College regularly and continuously evaluates the quality of its student support services within the Student Affairs Division through a robust process of departmental Program Review and the evaluation of services implemented through the SSSP Student Equity Plans, EOPS, CARE and DSP&S. As a result of the five major areas of assessment of student support services in Student Affairs, the quality of the programs and services, regardless of location or means of delivery, has increased while ensuring student services are meeting the mission of the College. This comprehensive evaluation ensures services contribute toward students achieving their educational goals (ER 15).

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

Supporting Evidence

Admissions-Records Annual Program Review 15-16  
Transfer Center Comprehensive Program Review 15-16  
Calworks 2015 Annual Program Review  
Counseling Annual Program Review 15-16  
DSPS Annual Program Review 15-16  
EOPS CARE 2015-2016 Program Review  
Financial Aid Comprehensive Program Review 15-16  
Outreach Annual Student Services Program Review  
Puente Comprehensive Program Review 15-16

\(^{50}\) Compliant with the Policy on Distance Education; See Checklist for Compliance with Commission Policies and Federal Regulations.

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Student Development Annual Program Review
Student Health Comprehensive Program Review
Umoja Annual Program Review Form Student Affairs 15-16
Student Development Annual Program Review
Veterans Resource Center Comprehensive Review
Online Student Readiness Tutorials
SJCC Online Readiness Quiz for Students
SJCC Distance Education Learning Plan 2015-2018
SJCC Faculty Distance Education Handbook
2015-2016 Comprehensive Program Review Form for Student Affairs and Instructions
SJCC Comprehensive Program Review Schedule 15-16
2015-16 Annual Program Review Form for Student Affairs and Instructions
Survey-Guidance 130 Pre and Post
Survey-Spring Guide 96 Pre and Post Test
Assessment Center Annual Program Review Validation Report 15-16
Counseling Annual Program Review Validation Report 15-16
Career and Transfer Center Program Review
Counseling Annual Program Review 15-16
Counseling Drop-In Schedule
Orientation-Pre-Post Survey
Program Student Learning Outcome Assessment Report Form
PSLO Counseling Survey-Evaluation 15-16
Majors Fair Flyer April 20, 2016
Male Summit Invitation
SSSP Plan 2015-2016
CCC Student Success Scorecard
Student Equity Plan 2015
Puente Program Review 2015
SJCC Historically Black College Tour Application
SJCC Historically Black College Tour Flyer
SJCC Historically Black College Tour Article
DSPS Program Review 2015
DSPS website
Student Lingo SJCC
Counseling Department website
SJCC-Online Orientation Instructions 2016
Online Learning and Resources website
Partnership with Milpitas Unified School District article
Metro Pathways MOU
BP 5000
Student Evaluation Form for Counselors
Orientation Pre and Post Survey
Enrollment Services Department meeting minutes
International Education Program Review
ALMASS
Articulation Program Review
II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College defines and assesses learning support outcomes for its diverse student population and provides appropriate student support services and programs to achieve those outcomes. More importantly, the College uses assessment data to continuously improve student support programs and services.

The College is committed to continuously improving its student support programs and services. It identifies and examines student learning outcomes and provides appropriate student support services and programs to maximize the positive educational outcomes for its students. Using Student Learning Outcomes (SLO) assessment data, Student Affairs continuously assesses and improves student support programs and services in order to increase its students’ academic achievement and success. For example, in March 2016 the Vice President of Student Affairs held a Planning and Strategic Development Retreat at the Doubletree Campbell - Pruneyard Plaza. Those in attendance included faculty coordinators (EOPS/CARE/ALMASS/Guardian Scholars), classified supervisors (DSP&S), program and services directors (Student Life, Financial Aid Office, CalWorks), the dean of counseling, the dean of financial aid and admissions and records, and the lead coordinator from admissions and records. The goal of the retreat was to review the recent accomplishments of Student Affairs division, identify goals and objectives for 2016-2017, and develop a Student Affairs enrollment plan for 2016-2017. One goal identified through the retreat was to work with the Academic Senate to institutionalize mid-term grades as a way to institutionalize early alert for all students.

Through the participatory governance process, the support services faculty and staff identify Program SLOs (PSLOs) for the area and then work diligently to follow through and gather necessary data to properly assess these services and programs. In addition, each department schedules time on meeting agendas to work on the SLO cycle (develop, assess, implement change, revise). (For a detailed discussion for how outcomes assessment pollinates program review and resource allocation, see Standard II.C.1).

The assessment of student learning in the Student Affairs Division occurs in three ways:

1. Course, guidance discipline and through programs
2. Program Student Learning Outcomes (PSLO)
3. Service Area Outcomes
In this section, program and service area outcomes are discussed at length. (For a detailed discussion of course level assessment, see Standard II.A.3.) Program Student Learning Outcomes (PSLO) focus on the skills and knowledge gained by students who use student affairs services. The knowledge and competencies gained through accessing the program services are expressed through measurable learning outcomes. All outcomes in service areas map to the College’s GE/Institutional Learning Outcomes.

As part of the comprehensive and annual Program Review, departments report their PSLOs and findings in order to assess their services and make adjustments while also celebrating strengths. The results of the PSLOs survey are regularly used to make changes to the student orientation and to student services.

*Counseling Department*

To assess the counseling services, the counseling faculty identified the following three PSLOs:

1. Identify student academic and educational goals.
2. Identify the services and resources available to achieve student academic goals.
3. Develop a complete (comprehensive) educational plan for all students to meet their goals.

The three PSLOs focus on helping students identify their academic and career goals, complete an educational plan to reach those goals, and develop awareness of the services and resources available to help them achieve their goals. The counseling faculty addresses these goals in orientation, counseling (both drop-in and scheduled appointments), workshops, and teaching. As a result of the assessment, the counseling faculty established departmental goals that include establishing a Counseling Mission Statement to guide their work:

- Goal #1: Educational Plan – Create an educational plan for all students seeking transfer degree, certificate attainment, or basic skills.
- Goal #2: Orientation – Provide an orientation for all new incoming students.
- Goal #3: Advisement – Provide students with courses relevant to their academic/personal goal.
- Goal #4: Create a Counseling Mission Statement – Create a mission statement that will guide our counseling goals and direction. “The mission of the Counseling Department is to provide comprehensive counseling services in a safe, supportive environment to guide, motivate, and empower students to achieve their educational, vocational, and personal goals.”

The Counseling Department meetings are where discussions regarding program improvements, student assessment data, goal setting, and other quality improvement initiatives are discussed. The general counselors meet twice a month, and all counselors meet

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51 See Definition of Student Learning, ACCJC Cross-walked Standards.
monthly to address topics. The Counseling Department Program Review includes details on the department’s PSLOs.

Counseling SLO Task Force. The Counseling Division has assembled an SLO Task Force that collects and records assessment instruments, presents assessment results, facilitates dialogue, and documents the process and priorities for improving student learning in the Counseling Guidance courses. This task force includes both faculty and classified members of the division who evaluate SLO outcomes over the four-year cycle.

DSP&S SLO Assessment. Another example of assessing program student learning outcomes is with the DSP&S department, which assesses three program student learning outcomes in order to ensure that students with disabilities achieve their academic goals and receive access to fully participate and equitably benefit from the College experience:

Students are to:
1. Identify the requirements of the program.
2. Develop and complete a student educational plan.
3. Utilize appropriate accommodations to complete their educational goals.

All of these goals are consistently addressed in encounters with students during orientation, counseling sessions, and workshops. Most new DSP&S students first meet a counselor through orientation or individual counseling. During this first initial encounter, they learn about program requirements and the services available to them. This PSLO is assessed by a pre-test and post-test approach during the first meeting, and it is consistently reinforced throughout the student’s academic career at the College.

Students with disabilities also develop an Education Plan during individual counseling sessions. Until spring 2016, DSP&S students needed to meet with a counselor each semester to sign a Student Education Contract (SEC) that included courses to be taken and a Student Services Agreement with accommodations necessary in each class. With the new Title V regulations effective June 2016, the focus is on developing comprehensive education plans and an Accommodations Authorization Plan. In order to assess this PSLO, the DSP&S Supervisor has checked each active student’s SEC every semester.

During the first counseling session, students discuss their accommodations with their counselors, who authorize those needed in order for the students to fully access their classes. Until spring 2016, this process was repeated each semester, but starting in summer 2016, the Accommodation Authorization Plan will be used.

Counseling Courses. In an effort to improve the Counseling Guidance courses, the counseling faculty reviews its courses continuously. A result of this review and assessment is that the Guidance 130 course was revised and now meets CSU GE requirements. Other courses that have been reviewed and revised include Guidance 96 and Guidance 97. The courses were rewritten to incorporate On Course curriculum to increase student success. Guidance 10 was also recently revised and rewritten, and it will be offered in spring 2017. DSP&S Guidance Courses recently went through revision to ensure alignment with the
Course Outline of Record and to include SLO statements. In addition, new DSP&S Guidance Courses were developed and approved to help students with disabilities focus on finding their career path and life goals.

**Five-year Strategic Plan.** Changes to the Counseling Department and its course offering is a result of the department’s five year strategic plan that was developed in 2013, led by the then new Dean of Counseling and Matriculation (who subsequently served as the interim Vice President of Student Affairs, becoming permanent in July 2016). The development of the strategic plan helped to identify areas of improvement and set goals and steps for achieving change. Many of the changes made include identifying counselors to serve as liaisons with instructional departments, assigning counselors to the CTE division, improved counseling services, improved Guidance courses, implementation of counseling outreach in the classrooms, HBCU and other university tours, improved PSLO and SLO assessment, and the recent implementation of an eleven month counseling contract. In development is moving general counseling from a no-cohort model to a cohort/case management model as a method of proactively reaching out to students so they utilize counseling services and have a comprehensive and abbreviated educational plan developed in order to increase their chances of achieving their educational goals.

**Improvements of Student Services**

Overall, the Division of Student Affairs completing a process of improving and increasing its services in an effort to increase access and student success by identifying and assessing student outcomes. Some improvements in the areas of Counseling, DSP&S, Financial Aid, Career Transfer Center, and Scholarship include (see unit program reviews for details):

- Improved counseling waiting times
- Improved customer service
- All general counselors teaching Guidance courses
- All general counselors conducting orientation sessions and workshops
- Assessment schedules including orientation offerings immediately concluding assessment
- General counseling currently preparing to assign caseloads
- 11-month counseling faculty contract
- Hiring of four new full-time tenure track counselors
- Implementation of Academic Works for online scholarship application
- Improved file review process for Financial Aid verification and awarding aid
- Implemented Career Transfer Center Majors Fair
- Hiring a part-time faculty Learning Disability Specialist for DSPS
- Purchasing new equipment, software, and hardware to improve access classroom instruction for DSP&S students.
- [Audio Notetaker](#) software for DSP&S students
Analysis and Evaluation

The College meets the standard as it continuously identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The College also has offered new initiatives, hired additional personnel, enhanced services, and improved committees, based on the findings from both quantitative and qualitative data, in order to provide appropriate services and programs. As part of the equity focus, the College disaggregates student success indicators. Each program reviews the assessment findings and captures the conversations in their respective Program Reviews. The results from the assessments inform decisions and inform prioritization of division planning under the College’s larger planning processes.

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

Supporting Evidence

SAS-Strategic Planning Meeting March 23, 2016
Strategic Planning Meeting Plan
General Counselor Minutes 2-19-16-SLO-PSLO Discussion
2013-14-Submitted Fall 2014 SLO report Counseling
All Counseling Meeting Minutes March 2, 2012 SLO Discussion
Counseling SLO Four-year Cycle beginning Fall 2016
Survey-Guidance 130 Pre and Post
Survey-Spring Guidance 96 Pre and Post Test
BP 5050
Guidance 130 Fall 2015 TracDat
Guide 96 SLOA Report Fall 2014
Counseling website
Historically Black Colleges and Universities Tour
2015-2016 SSSP Plan
SJECC-AFT: Counselors 11 Month Contract-1605 TA
Majors Fair Flyer
Majors Fair Faculty Flyer
Audio Notetaker for DSPS Students
DSPS website

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery mode.
The College, as a full service, comprehensive publicly funded community college, serves as the primary way students enter post-secondary education, and the Student Affairs division places access at the forefront of its mission. The College works with the community to ensure all its residents have access to affordable and quality education via outreach efforts to promote its services at local high schools, community events and other agencies. For example, the College provides SSSP activities such as application, assessment, and orientation at high schools in large group settings. The College offers testing by bringing technology to high schools so they can take the assessment on the spot, thus increasing the likelihood of these students enrolling at the College. An Outreach team continuously remains in contact with students until they successfully enroll at the College. The connections with students are established through the College's outreach events such as Male Summit, Open House, and Super Saturday. These are some of many opportunities that the College provides to ensure that all students, and especially those who are first-generation or low-income, can change the trajectory of their future through higher education.

The College ensures all students have access to support services. Information is disseminated through the use of different tools such as the College website, e-mail blasts, and informational flyers posted around campus. The College website is a central source of information for students to access vital information that supports their success. For example, Enrollment Services develops a student newsletter twice per month and sends it out as an email blast to all currently enrolled students. A notice is sent out to the campus informing every one of the dates the email blasts will be sent and deadlines to submit information to be included. Informational flyers are posted throughout the campus to reach out to students who have limited access to online resources. The College practices posting protocols to ensure information being posted is educationally related.

The College also has expanded its student services by utilizing technology and online services to better serve students on campus, distance education learners, and students in hybrid coursework. Many departments within Student Affairs offer online services to accommodate students who are unable to come to campus and to provide appropriate, comprehensive, and reliable services in an effort to achieve the mission of the College and the goals of the Student Equity and SSSP plans. The following departments offer online services:

- Admissions and Records
- Assessment
- Associated Student Government (ASG)
- CalWORKs
- Career Transfer Center
- Counseling
- DSPS
- EOPS
- Financial Aid

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52 Eligibility Requirement 15, Student Support Services, Compliant.
• Student Health Center
• International Education
• Veterans Center

Some of the College’s core student services that are available to all students, both online and on campus, include:

- Access schedule of classes
- Admissions application
- Enrollment of courses (adding and withdrawing)
- Order official transcripts
- Orientation
- Payment of fees
- Purchase of textbooks
- Purchase parking permit
- View grades and unofficial transcript

Admissions and Records Office

Admissions and Records Office has also revamped services to assure equitable access to all students by providing appropriate, comprehensive and reliable services. Admissions and Records Office offers the following services in person, online, or via email:

- Students submit their application for admission online via CCCApply
- Students register in person or online via MyWeb
- Students have access to unofficial transcripts in person or online via MyWeb
- Students can request official transcripts in person or via email
- Students have access to Admissions and Records forms in person or online
- Students can pay for enrollment fees in person or online via MyWeb
- Students can pay for parking fees online via MyWeb

Increasing Access and Program Improvement through Collaboration with Counseling Services and Integrating Services

To further extend access to all students regardless of location and to provide equitable access, the College extended hours in Student Affairs, specifically in counseling, to accommodate students who are unable to seek services during normal business hours. In addition, the Counseling Department assigned liaisons to the Basic Skills, Language Arts, ESL, CTE, and Math departments, and to the Office of Instruction, to increase the identification of department needs and create strong collaboration so that instructors and counselors can promote and encourage students to access counseling services. Based on these collaborations, counselors have been able to offer Instructional Deans information about class demands that can inform decisions regarding the creation of the Schedule of Classes for upcoming

53 Eligibility Requirement 15, Student Support Services, Compliant.
academic years. Specific examples on increasing access and program improvement through collaboration include:

- **Basic Skills.** Counselors who are part of the Basic Skills Initiative developed a new schedule so that students in basic skills courses can see counselors on specific Saturdays and evenings. Beginning spring 2016, a team of general counselors visited various basic skills evening classes and conducted a survey to assess the needs of the evening students. The findings of the assessment resulted in students requesting more evening and Saturday access. Through the BSI funds and Counseling Department collaboration, more evening and Saturday counseling hours are now offered.

- **Language Arts.** In an effort to accommodate students during the first two weeks of the semester, a general counselor is assigned to the Language Arts Department and is stationed in the department to clear students' pre-requisites and address other enrollment changes. This arrangement has resulted in more students being served by counselors. It also provides trouble-shooting solutions that have resulted in more satisfied students and an improved College experience.

- **ESL Department.** The Counseling Department has collaborated with the ESL Department by conducting joint advisory workshops for ESL students.

- **CTE Department.** In an effort to strengthen counseling services for students in workforce development CTE programs, the Counseling Department assigned 1.66 FTE counselors to the CTE Department. The counselors’ offices are located in the CTE Department in order to provide enhance accessibility. The counselors have specific CTE programs assigned to them as a case load. They conduct group counseling in the classroom and follow up with the students with one-on-one counseling sessions to develop abbreviated and comprehensive educational plans. In addition to rendering an array of counseling services, the counselors work with the CTE instructional faculty to map course pathways.

- **Math Department.** An outcome from the Counseling Departments strategic plan was the assignment of a counselor to serve as a liaison to the Math Department. This counselor is able to communicate changes about the Counseling Department and the Math Department in order to keep counseling and instructional faculty current on processes and procedures. The counselor also works with the department faculty and dean to map future course offerings. A result of having this liaison is that the Carnegie Statway Math program will be integrated in the Math Department, which will help students move through the developmental math sequence faster and more successfully.

**Different Methods of Delivering Services and Distance Education Learning**

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, online bookstore services, and assessment dates are
available to students. Students can also access the College catalog, class schedule, registration forms, and the student handbook. The College webmaster oversees the quality and accessibility of the website. To provide additional options for distance education students and new counseling improvements, the Counseling Department is exploring purchasing an online counseling software program, Cranium Café; the Counseling Department had a virtual demonstration scheduled with Cranium Cafe Software Company for June 2016. The Counseling Department has also created a departmental email address so that distance education students may email the department to request counseling services; the email address is located on the college website. Upon request, a telephone or email appointment is scheduled from 30-60 minute session. Counselors assigned to Drop-in counseling services respond on a rotating basis to walk-in, telephone or email drop-in requests.

Due to limit resources during peak times, a recent change to the Counseling website is notifying students that telephone and email counseling requests will be returned within 48 hours during peak times. Students may also call in to request a telephone counseling appointment. The goals for enhancing services are to improve communication with students on when to expect a response from an academic counselor, and to provide additional options for receiving counseling services in order to increase academic success and meet SSSP and Student Equity goals.

**Student Grievances**

The District is committed to fostering a safe, positive learning environment where students can pursue their educational goals and participate in College-sponsored activities that promote intellectual growth and personal development. To this end, students are provided protection and due process of their individual rights against unfair and improper action from any member of the District community. All students have access to this process including traditional students, distance education students, and DSPS students. If a student believes that he/she has been subjected to unjust action or denial of his/her rights under District/College rules and State/Federal laws, he/she will be given an opportunity to seek resolution through use of the Student Grievance Complaint Procedure. Students may initiate a grievance against another student, a faculty member, or an administrator. The District has policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College Catalog and online. Students may also submit complaints to the accreditation commission and the State Chancellor's office. Student complaint files for the previous six years (since the last comprehensive evaluation) are available for review. Files demonstrate accurate implementation of the complaint policies and procedures.

**Analysis and Evaluation**

The College meets the standard. Students have equitable access to appropriate, comprehensive, and reliable services regardless of service location or delivery method (ER

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54 Compliant, Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
55 Compliant, Policy on Student and Public Complaints Against Institutions; See, Checklist on Compliance with Commission Policies and Federal Regulations.
15). The College continuously analyzes and discusses the request for student services and modifies its services in order to maintain quality level of services. The College also has expanded its student services by utilizing technology and online services to better serve students on campus as well as distance education learners and students in hybrid coursework.

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

**Supporting Evidence**

- Citizenship Days
- Assessment Center website
- Male Summit
- SJCC Open House
- Super Saturday
- Super Saturday PowerPoint
- SJCC Student Newsletter
- SJCC website
- Student Equity Plan
- 2015-2016 SSSP Plan
- Online Application
- MyWeb
- Schedule of Classes
- Transcript Information
- Admissions and Records Forms
- ESL Department website
- List of Counseling Liaisons 2014 Oct
- Mathematics Department website
- Moodle
- SJCC Bookstore website
- Counseling website
- AP 5530 Student Grievance Form
- 2015-2016 Catalog
- Student Code of Conduct
- Student Disciplinary Procedures
- SJCC-Online Orientation Instructions 2016
- Online orientation PowerPoint

**II.C.4** Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.
Evidence of Meeting the Standard

The College embraces its role as a conscientious community partner by offering its students and community artistic, socially diverse, and athletic events to broaden the educational experience of its students. Co-curricular and athletics programs are aligned with the mission of the College, which states: “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.”

Co-Curricular Programs

Co-curricular programs and Student Life are under the department of Student Development and Activities. Student Development and Activities provides comprehensive co-curricular learning for a diverse student population with varying needs. Areas of responsibility include:

- Training, development, and advising for student organizations and the Associated Students Government.
- Prevention, investigation, and adjudication of student misconduct.
- Promotion of student safety.
- Delivery of information regarding campus programs, services, and academic offerings to visitors and current/potential students.
- Production of signature events such as Commencement and support of all campus events.

Per Board Policy 5400: Associated Students Organization, students are authorized to organize a student body association. The Associated Student Government (ASG) organization is the students’ representative voice on issues affecting the entire student body at the College. Students are elected consistent with Board Policy 5410: Associated Student Elections. Elected students serve on College and District committees, working closely with staff, faculty, and administrators on decisions for the College. ASG also advocates for students on regional and statewide levels issues ranging from financial aid to academic policy. ASG enriches the student experience by supporting student organizations and producing campus-wide activities, events, and programs. ASG offices are located in the Student Center. Students are invited and encouraged to attend weekly student government meetings on Wednesdays from 2-4 p.m. Meeting agendas are posted in the hall outside the cafeteria in the Student Center as a way to keep students informed and engaged in student leadership.

Student Clubs include:

- United World Student Organization
- Christ Centered Campus Ministry
- Cosmetology Club
- Latina Leadership Network
- Media Club
- Mental Health Clients Association
- Movimiento Estudiantil Chicanos de Aztlan (MECHA)
• Peer Led Team Learning (PLTL)
• Pre-Health Professions Society
• San José City College Law Society
• Society for Advancement of Chicanos and Native Americans in Science (SACNAS)
• Student Association of Veterans

**Athletics Programs**

The College complies with [Board Policy 5700: Intercollegiate Athletics](#) and currently sponsors ten inter-collegiate athletic teams:

- Football
- Golf
- Men and Women’s Basketball
- Men and Women’s Cross Country
- Men and Women’s Track and Field
- Softball
- Volleyball

All of the College’s teams are members of the Coast Conference except for football and golf. Football is a member of the Northern California Football Association, and golf is a member of the Big 8 Conference based in Sacramento. (The decision to be hosted in specific conferences is not left to the institutions, but is a longstanding issue usually finalized by the CCCAA constituent groups with input from the coaches association).

**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. A counselor is assigned .50 FTE to Athletics in order to meet the counseling needs of student athletes.

**Policies and Standards of Integrity**

*The College governs co-curricular and athletics programs (BP 4030).* The Student Code of Conduct, available in print, online, and in the College Catalog, complies with [Board Policy 5500: Standards of Student Conduct](#) in outlining the College and District expectations regarding student standards of conduct and integrity, both academic and nonacademic. With respect to student co-curricular programs, these organizations comply with the Associated Students Constitution/Bylaws. Further, the Student Organization Handbook provides guidance to students for all aspects of club activities, such as chartering a club, fundraising, and travel.

Student-athletes are required to attend a mandated orientation that has been held annually for the past two summers in August. At this orientation, the Dean of Kinesiology and Athletics, along with division staff, coaches, and representatives from various constituencies, discuss
expectations and address eligibility paperwork as required by the athletics governing body, the California Community College Athletic Association (CCCAA). In addition to the discussion regarding expectations on academic and moral integrity, the students are also provided an annual calendar/planner that contains various documents such as the Student Code of Conduct. One of the presenters at the orientation is also the Director of Student Life who addresses the topic of integrity and the disciplinary process as well.

*Student Organization Handbook.* The handbook is annually reviewed and updated by the Office of Director of Students as well as Associated Student Government.

*Institutional Control*

Per *Board Policy 5420: Associated Students Finance*, Associated Students funds are deposited and disbursed by the College President or designee and are subject to an annual audit. The District provides funding for the athletic teams. Teams are provided the opportunity to fundraise. Institutional control and tracking budgeted funds in provided by the Dean of the area, as well as College Business Services Office.

*Analysis and Evaluation*

The College meets the standard. Co-curricular and athletics programs contribute to the students’ cultural and social dimensions of their educational experience and are suited to the College’s mission. Co-curricular and athletic programs and activities are student-centered, focused on student engagement and development, and committed to academic excellence. The College provides a rich educational experience through quality support services and instruction.

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

*Supporting Evidence*

*SJCC 2015-16 College Catalog, Student Activities and Student Organizations, page 30*
*BP 5400 Associated Students Organization*
*BP 5410 Associated Students Elections*
*BP 5700 Intercollegiate Athletics*
*BP 5420 Associated Students Finance*
*C.A.R.R. Program*
*BP 4030 Academic Freedom*
*BP 5500 Standards of Student Conduct*
*SJCC Student Organization Handbook*
II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College offers a full range of counseling and academic advising programs that guide students through outreach, assessment, enrollment, degree, and beyond. For example, the Counseling Department facilitates student success through various components such as counseling and advising, orientation, guidance courses, Satisfactory Academic Progress Workshops, and Transfer Workshops (see next section for description). Counselors work with a highly diverse student population providing academic, career, and personal counseling via individual, group, and drop-in counseling; academic courses; and workshops in order to support student development and success. Specifically, counselors guide students in identifying or clarifying their educational goals and developing education plans, provide orientation to students, teach guidance courses, assist students with navigating college life, develop life skills, refer students to resources on and off campus, conduct workshops, and assist students in the transfer process.

The College supports student success and development by providing a wide array of advising functions. Counseling and advising programs ensure students understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. As introduced in Standard II.C.2, the Counseling Department established goals to ensure students are provided the requirements for earning a certificate, associate’s degree and/or transfer to a four-year university. See Standard II.C.2 and Counseling program review for details on these goals and outcomes. Some of the services offered

- **Guidance Courses:** The guidance courses provide the tools students need to become successful students. These courses include: Orientation to College, College Study Techniques, Career Life Planning, College Success, and Blueprint for Success. These guidance courses support the development and success of students.

- **Probation/Dismissal Program:** To provide services and resources for students who are on academic probation or dismissal status, a .50 FTE counselor is assigned to address the needs of these students while educating them on successfully coming off probation dismissal status. Services include in-reaching, updating the student on steps for improving their academic standing, attending workshops, mandatory counseling, and developing a student success plan.

- **Satisfactory Academic Progress Workshops:** To support students who are not meeting satisfactory academic progress standards for Federal Student Aid, the
College offers workshops that clearly define the standards, the appeal process, and how to avoid issues in the future.

- **Summer Bridge:** The Caminos Summer Bridge and First Year Experience (FYE) programs support incoming students making the transition from high school to the College. Caminos provides an opportunity for students to begin the first year of college by completing foundational course during Summer Bridge and learning to navigate college life. Students continue their Caminos experience through FYE with a team of counselors, instructors, and peers to guide them beyond the first year of college and through graduation. Upon completion of the first year, students have clear expectations of the quality and quantity of work required to successfully complete college.

- **Transfer Workshops:** Every semester the Career/Transfer Center promotes student transfer to a four-year university by hosting various transfer events. These events take place both on and off-campus and allow students the opportunity to learn about the wide array of choices available to them beyond a two-year educational program. Events are held year-round but are primarily are scheduled in the fall semester. The Career/Transfer Center also collaborates with instructional departments. One collaborative effort is with METAS and Career Transfer Center's Family Day event that aims at educating the family on transferring to UC Santa Clara. Other services provided by the Career/Transfer Center include assistance with the university application process, personal statement writing, and completing the Transfer Agreement Guarantee (TAG) application.

- **Student Orientations:** The Counseling Department in conjunction with other College support programs (Athletics, CalWorks, DSP&S, EOP&S, CARE, Guardian Scholars, ALMASS, International Student Program, Puente, Transfer Center, Veterans, Umoja) ensure that all students receive a comprehensive introduction to the academic requirements and policies related to the various study areas in a timely, useful, and accurate manner. These requirements include: understanding the registration process and degrees/certificates taxonomy and how they relate to graduation and transfer requirements. The following is a list of types orientations offered:
  
  - **In-person orientation for new and returning native English speakers:** All counselors, on a rotating basis, conduct a one-hour orientation workshop. The workshop immediately follows assessment. During peak periods, the workshops are held several times during the week. During these workshops, students receive an Orientation Handbook, handouts and brochures from various departments, and their assessment test scores. Counselors work with students individually to interpret the assessment results and assist with initial class placement.
  
  - **In-person orientation for English as a Second Language (ESL) students:** This orientation includes an explanation on how to register for courses. An ESL
A faculty member is also available during the orientation and reviews additional information with the students.

- **In-person orientation for high school students**: Each spring semester, high school seniors who plan to attend the College are invited to attend Super Saturday, an early admissions program. During the six-hour session, students learn about the many opportunities that await them at the College, attend a College orientation, meet with a counselor to review test scores, and enroll for courses for summer and/or fall semester. The Super Saturday event is the culmination of year long outreach activities. Students who attended an applications workshop and completed an assessment at their high school are invited to participate in Super Saturday. Typically, 100 to 125 high school students attend Super Saturday. Open House is another Student Affairs event where high school students learn about the academic opportunities and student support services available at the College. Counselors present various topics about Student Affairs services, including Veteran Services, EOPS, Foster Youth, and Career and Transfer.

- **On-line orientation**: As of Fall 2015, the department has implemented an online orientation that students may view as an alternate to in-person orientation. The online orientation is composed of 9 sections (chapters). Each section contains quizzes at the end of the chapter that ensure students have read and understood the segment. Students cannot advance to the next chapter until they have passed each quiz by 100%. The quizzes ensure that students achieve the learning outcomes of online orientation.

- **Summer Bridge for recent high school graduates**: Recent high school graduates who take advantage of Summer Bridge have the opportunity to enroll in basic skills courses and Guidance 097: Orientation to College, a one (1) unit course.

- **In-person orientation for San José City College athletes**: This orientation introduces student athletes to the College and reviews eligibility and transfer rules that comply with National Collegiate Athletic Association, the National Association of Inter-Collegiate Athletes, and the California Community College Athletic Association/Commission on Athletics.

- **Special Program orientation (International, EOPS, CARE, Guardian Scholars, ALMASS, DSPS, Cal-Works)**: Counseling faculty provide orientation and information specific to special program requirements, including expectations, services, policies and procedures.

Once students have completed the assessment/placement tests and attended orientation, they meet with a counselor to review their test results. Counselors assess their result and make appropriate placements based on scores. Students who have attended another college can present their transcript to the counselor to review their academic history for placement if applicable.
A counseling appointment, in person or via telephone/email, is required to establish a comprehensive educational plan for students who declare a transfer major to a CSU or UC. For students who have yet to declare a major, a counselor directs them to assessment tools and resources to help with career explorations. Counselors also inform students of Guidance 96: Career Planning to assist student in the process. This course fulfills AS/AA/CSU GE course requirement. The counselors formulate an abbreviated educational plan with general education courses for students who are in the process of declaring their majors. A comprehensive educational plan is established when students declare a major.

Sixteen full-time counselors and two adjuncts serve the general student population. Of the 16, nine are exclusively general counseling with one housed in the CTE division. The remaining seven have student services responsibilities in addition to their general counseling duties, including: 100 percent International Students counselor, 100 percent Transfer/Career Center counselor, 50 percent METAS counselor, 50 percent Umoja, 50 percent Puente/ 50 percent Athletics, 50 percent Articulation Officer, and 50 percent counseling coordinator. The chart below illustrates the counseling staffing and student contacts over the last six years.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Full-time General Counselors</th>
<th>Duplicated Student Contacts</th>
<th>Unduplicated Student Contacts</th>
<th>Duplicated Student Contacts - Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>5.0</td>
<td>14,727</td>
<td>9,192</td>
<td>71</td>
</tr>
<tr>
<td>2010-2011</td>
<td>5.75</td>
<td>12,958</td>
<td>7,949</td>
<td>N/A</td>
</tr>
<tr>
<td>2011-2012</td>
<td>6.0</td>
<td>14,571</td>
<td>8,339</td>
<td>N/A</td>
</tr>
<tr>
<td>2012-2013</td>
<td>7.0</td>
<td>15,430</td>
<td>8,800</td>
<td>917</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Fall: 8.2</td>
<td>15,543</td>
<td>11,519</td>
<td>2,259</td>
</tr>
<tr>
<td></td>
<td>Spring: 7.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>Fall 2015: 9.0</td>
<td>23,386</td>
<td>11,379</td>
<td>2,292</td>
</tr>
</tbody>
</table>

**Professional Development**

The College is committed to continuously provide professional development opportunities to its faculty and staff in order to ensure they are prepared and responsible for the advising functions as well as functions of a representative of the College. For example, at the College’s Professional Development Day (PDD), faculty and staff are provided with trainings and instruction on general and job-specific safety and health practices. Other professional development opportunities include:

- Mental Health Advisory Training
- **On Course Workshop Training (March 2015)**
- “**How to Develop and Incorporate Student Learning Outcomes into Your Classroom**” (June 2015)
• Sexual Harassment Training (January 2016)
• Accreditation Self-study Exercise (January 2016)
• Division of Student Affairs, Division Meeting (January 2016)
• Online Teaching Conference in San Diego (June 2016).
• CSU (September 2015) and UC Counselor Conferences (May 2016).
• Safety Training using SafeColleges™.com
• Training on Safe Zone LGBTQ

Conference Presentations

As part of professional development, faculty and administrators are encouraged to present their original research and best practices at national and international conferences. Some recent presentations include redesigning developmental coursework in collaboration with student services. Another was on sharing innovative practices that help bridge student services and academic affairs. These opportunities allow educators to engage in robust dialogue with higher education practitioners around the world.

Analysis and Evaluation

The College meets the standard. The College offers a full range of counseling and academic advising programs that guide students through outreach, assessment, enrollment, degree, and beyond. The College ensures students understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Additional counseling services and resources for online learners are available for students. The College prepares faculty and other personnel responsible for the counseling and advising function by providing ongoing professional development including opportunities to expand online teaching of Guidance courses.

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

Supporting Evidence

Counseling website
BP 5110 Counseling
AP 5110 Counseling
Admissions & Records website
Online Learning & Resources
Counseling Department website
Probation Dismissal Workshop Flyers
SJCC Research Partnership with UCSC
SJCC METAS Summer Bridge 2016
Transfer Center Family Day Flyer
Transfer Partnership with UCSC
II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. Additionally, the College defines and advises students on clear pathways to complete degrees, certificate, and transfer goals.

The College is an open access institution. As such, the requirements for all applicants are few and limitations are minimal. Applicants must be eighteen years of age or have earned a high school diploma, GED, or the equivalent. High school students may be concurrently enrolled in the College with the recommendation and signature of their parents and the high school representative. The College provides a full range of services to assure student success for all students, regardless of where and when they enter their educational pathway.

The College implements a separate application form for international students that requires a detailed translations of official transcripts, English language fluency (TOEFL), Certified Bank Letter showing sufficient financial resources to attend SJCC, and a Statement of Purpose. Using this information, the Office of International Students determines a student’s eligibility to attend the College.

College Pathway

The College is authorized by the Board of Governors of the California Community Colleges to confer the Associate in Arts Degree for Transfer, Associate in Science Degree for Transfer, Associate in Arts Degree, the Associate in Science Degree, and the Certificate of Achievement upon students who complete the necessary requirements.

56 Eligibility Requirement 16, Student Support Services, Compliant
57 Eligibility Requirement 16, Student Support Services, Compliant
**Associate Degrees**

The College offers Associate Degrees as listed below.

- **Associate Degrees for Transfer (AA-T and AS-T):** These degrees are conferred upon students who intend to complete a bachelor’s degree in a similar major at a California State University.
- **Associate in Arts Degree:** The Associate in Arts (AA) degree is conferred upon students who complete the minimum of 60 degree applicable semester units with a grade point average of 2.0 or better and meet the degree graduation requirements.
- **Associate in Science Degree:** The Associate in Science (AS) degree is conferred upon students who complete the minimum of 60 degree applicable semester units with a grade point average of 2.0 or better and meet the degree graduation requirements.

**Certificates of Achievement**

The College offers Certificates of Achievement to prepare students for direct job entry. Many certificate programs can be completed in one year. The College confers three levels of Certificates of Achievement to students who complete all required courses with a grade of ‘C’ grade:

- Certificate of Achievement Level 1 - 12-17.5 units
- Certificate of Achievement Level 2 - 18-29.5 units
- Certificate of Achievement Level 3 - 30+ units

**Transfer and Career Services**

The College provides transfer services through its Career/Transfer Center. The Center provides student assistance with career development needs. To benefit career development, the Center offers following online career exploration tools:

- California Career Cafe
- California Career Zone
- Career Cruising
- EUREKA
- O’NET

Computer access is available in the Center for career assessment. Students may also stop by the Career/Transfer Center for access information. Career Counseling is available to students by appointment through the Counseling Department. Distance education learners may request a counseling appointment to be rendered via telephone or email by calling to schedule an appointment.

**Admissions Office**

Once students are ready to file a petition to earn a degree and/or certificate for graduation, they complete the forms with a counselor. The counselor reviews the petition and transcript and signs the petition to confirm the student has met the requirements for a certificate or
degree. Degree and Certificate graduation petitions are approved or denied by the Admissions Evaluator. Applicants receive a status letter to inform them of the status of their petition.

**Analysis and Evaluation**

The College meets the Standard. The College has adopted and adheres to admissions policies that are consistent to its mission of providing open access to students (ER 16). The College advises students on clear pathways to complete their educational goals, including transferring to a university, through its counseling services and has increased the number of students who complete abbreviated and comprehensive educational plans. The College is committed to growing its counseling services and Career/Transfer Center in expectation of an increase in the number of students who transfer to a four-year university.

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

**Supporting Evidence**

- SJCC 2015-16 College Catalog, Admissions & Enrollment
- BP5010 Admissions: Admissions and Special Enrollment
- AP 5010 Admissions
- SJCC 2015-16 College Catalog, College Pathways & Degrees

**II.C.7** *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

**Evidence of Meeting the Standard**

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. Admissions and Records office regularly evaluates admissions practices through:

- Program Reviews
- Student surveys
- Yearly State audits
- Attending Admissions & Records conferences and staff meetings
- Feedback from students, faculty and administrators

The Admissions and Records Office (A&R) is on a regularly scheduled cycle of Program Review, which includes an evaluation of admissions and placement instruments. This Review includes self-assessments, surveys, questionnaires, and feedback 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 including faculty and staff. The Dean of Enrollment Services shares feedback at staff meetings for discussion and continuous improvement. The Dean 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 A&R services.

**Placement**

Students who pursue degrees and certificates with specific math, English and reading competencies are assessed and placed in appropriate course levels to maximize their opportunity for success. 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. Transcripts showing completion of the appropriate prerequisite courses are also accepted in lieu of the required assessment test.

The Assessment Center offers comprehensive testing and assessment services following guidelines established by Title 5 regulations for placement in English, English as a Second Language, and mathematics. Moreover, the Assessment Center works with the DSPS office to provide necessary accommodations to students with disabilities. Placement tests are developed by private testing companies and State-approved by the Chancellor’s Office. All tests meet criteria established under Title 5 relative to test bias and disproportionate impact. Students who make a complaint about their placement may retake the assessment by first meeting with a counselor who will discuss reassessment and strategies for improving their placement scores. The counselor will also consider other data as a multiple measure to determine if students will be successful in taking a course higher than the one they placed in.

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. The Office of Institutional and Effectiveness established and validated the cut scores for the College. The College implemented e-Compass in September 2004. The last documentation for cut score revision is notated on the current cut score sheet (see supporting evidence).

The District Office of Research and Institutional Effectiveness (ORIE) evaluates placement assessments on a regular basis. Specifically, the cut-scores studies were completed for math in 2015, and ESL and English were completed in 2008. College applicants may challenge test results through the appropriate division. Following matriculation requirements, math, English, and ESL assessments are analyzed to eliminate bias. The faculty members in these departments participate in the evaluation and selection of placement instruments. In 2015, the State Chancellor's office announced that it would be moving to the common assessment. The Office of Research and Institutional Effectiveness decided not to conduct any further validation studies and instead focus on preparing for the State’s Common Assessment, which the College will be adopting.

**Common Assessment Taskforce.** In preparation for the State’s Common Assessment, the College initiated a Common Assessment Taskforce comprised of faculty, administration and classified employees in March 2016 per Academic Senate approval. Several task force
activities have occurred to prepare for the implementation of the Common Assessment, including:

- **March 2016:** An initial meeting was scheduled with the task force and with the Office of Institution Effectiveness.
- **March and April 2016:** Several faculty and classified staff of the College’s Counseling department attended the State Chancellor’s Regional Meeting on Common Assessment Initiative in Sacramento and San José to receive updates about the Common Assessment.
- **April 2016:** The Vice President of Educational Results Partnership conducted a workshop on the common assessment, implementation process, and multiple measures.
- **May 2016:** The Taskforce attended a webinar on Common Assessment that provided an overview of topics on the common assessment, multiple measures and test platform.
- **June 2016:** Faculty from reading, ESL, math and English worked on mapping competencies with courses used for placement.
- **July 2016:** Counseling faculty attended a training workshop at the College on the Common Assessment Initiative and Multiple Measures Assessment project. The faculty completed a draft mapping of the Assessment Placement Cumulative High School GPA Decision Rules Cut Scores for Math, English, Reading, and ESL for STEM and Non-STEM directed courses.
- **July 2016:** The College selected an English faculty member and Assessment Specialist to serve as CAI Ambassadors and attend a training workshop in Palm Springs.

*Multiple Measures.* When placing students in coursework, counselors consider multiple measures coupled with the assessment placement outcomes. Counselors use a student’s high school transcript, high school GPA, CST results, and AP scores to determine placement into math and English courses. Counselors also review other multiple measure information including educational goals, numbers of units planned, and choice of major. Additionally, counselors review personal and situational characteristics such as the number of hours worked, importance of college to the student, and Veteran status.

**Analysis and Evaluation**

The College meets the standard. The Admissions and Records Office (A&R) is on a regularly scheduled cycle of Program Review as it evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. This Review includes self-assessments, surveys, questionnaires, and feedback from students. The Assessment Center offers comprehensive testing and assessment services following guidelines established by Title 5 regulations. The Assessment Center testing and assessment services for placement in English, English as a Second Language, and mathematics are validated for effectiveness. The Office of Research and Institutional Effectiveness (ORIE) evaluates placement assessments on a regular basis. The College is preparing for the State’s Common Assessment and has initiated a Common Assessment Taskforce comprised of
faculty, administration and classified employees. The College employs multiple measures when placing students in coursework.

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

Supporting Evidence

SJCC 2015-16 College Catalog, Assessment, page 18
San Jose City College Compass Cut Scores

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard:

The College maintains the confidentiality and security of all student files with proper digital and hard copy back up and storage. The College policies governing the maintenance of student records adhere to the California Education Code, as mandated by Title 5 of the State of California, District Board policy (Chapter 5: Student Services), and the Family Educational Rights and Privacy Act of 1974 (FERPA). All address access to student records and guide the College in ensuring that student records are adequately protected, maintained, and discarded.

All official student records are maintained in the Office of Admissions and Records under the supervision of the Dean of Enrollment Services. These records consist of a complete listing of all course work attempted at the College (Permanent Record), placement test scores, transcripts from other schools and colleges, application forms and supporting documents, and Change of Record forms.

The College uses the Oracle-based Colleague/Datatel system (Colleague) with servers located in the District ITSS offices. This Enterprise Resource Planning software provides collection, maintenance, and storage of electronic student records, including application data, enrollment data, transcript data, charges and payment data, and other data regarding services delivered. Colleague 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 work. When users log into the system, their credentials are checked against setup tables that define what privileges the person should have on the system. Specific authorized individuals from the various areas of responsibility request these permissions. Colleague has secure backup solution (EMC solutions for storage).
Faculty members submit their grades online via MyWeb, which is maintained by the District’s ITSS department. Other hard copy documents related to grades are maintained in the admissions office. The Admissions and Records office adheres to FERPA regulations.

**Policies** for the release of student information are located in the Catalog. The Catalog contains a statement on the policy for the use and release of student information.\(^{58}\) 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.

**Analysis and Evaluation**

The College meets the Standard. The College maintains the confidentiality and security of all student files with proper digital and hard copy back up and storage. The College publishes and follows established policies for release of student records. The policy for release of student information is located in the College Catalog.

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

**Supporting Evidence**

- District Board policy, Chapter 5: Student Services
- SJCC 2015-16 College Catalog, Student Record Privacy Law, page 50
- BP5040 Student Records & Directory Info & Privacy
- AP5040 Student Records, Directory Info & Privacy

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\(^{58}\) Compliant, Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status; See, Checklist on Compliance with Commission Policies and Federal Regulations.
Standard III.A. Human Resources

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

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

**Evidence of Meeting the Standard**

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

**Procedures or Faculty and Staff Hires**

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

The College President also gets input from deans and directors through the College vice presidents. It is anticipated that a similar process for developing a prioritized list for classified hires will be established by the newly formed Classified Senate. Once the President decides as to the number of hires and which positions of faculty and staff hires will be approved, that decision is shared with the Academic and Classified Senators and his executive team.
**Hiring Guidelines**

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

**Job Descriptions/Announcements**

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

To ensure that the College attracts a broad pool of applicants, HR Employment Services advertise classified, faculty (full- and part-time), and administrative positions in a variety of outlets. Listings are posted on many websites, including the District website, the California Community Colleges Registry, Higher Education Recruitment Consortium, Caljobs.ca.go, Communitycollegejobs.com, Chronicle of Higher Education webpage, Career Builder.com, Craig’s List, and other sites specific to the position announcement. In addition, the hiring administrator identifies position-specific advertising, such as targeting select professional organizations. Jobs are posted according to established periods of at least 21 days for classified positions, 30 days for classified supervisor positions, and 45 days for academic and management positions.
The College participates in the assessment and review of hiring processes led by HR Employment Services through two key methods: Human Resources Program Review and periodic evaluation of planning processes and systems. Every three years with annual updates, the HR department undergoes Program Review where key performance indicators of production and efficiency are examined to make program improvements and request resource allocations.

**Distance Education**

When relevant to the position, the College advertises specifically for personnel with expertise and experience in distance education. For example, the College recently concluded the recruitment and hiring process for a Dean of Library, Learning Resources, and Distance Education. The development of the job description followed guidelines set forth by the College and desirable qualifications for the position included experience with instructional technology and distance education as well as experience in teaching online. In addition, the College's Distance Education Committee vetted the position description prior to achieving final approval by the Board of Trustees. Finally, the College's Distance Education Coordinator was approved to serve as a member of the screening committee.

**Analysis and Evaluation**

The College meets the standard. The College assures the integrity and quality of its programs and services by employing qualified personnel and adhering to a thoughtful and thorough selection process. The College follows policies and procedures to make sure the hiring practice is consistent. Further, staffing requests are coming from each division directly related to the programs and students we serve. Finally, the District provides ongoing training and updates on screening committee selection while constantly looking for new sources of attracting applicants. Although the process for establishing prioritized lists recommending positions to be filled is understood, it will benefit the College to codify the processes in the future, as discussed in the Quality Focus Essay.

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

**Supporting Evidence**

- Board Policy 7120
- AS Faculty Hire Prioritized List
- Department Request for New Faculty Hire form
- California Code of Regulations, Title 5, Section 53000
- Screening Committee Orientation/Training
- District HR webpage
- Minimum Qualification for Faculty and Administrators in the California Community Colleges
- Screening committee hiring packages
- California Community Colleges Registry
III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Faculty Qualification Assurance

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

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

Distance Education

Although the College is authorized to offer at least 50 percent of a degree through distance education, the College has not yet identified the need to recruit for a fully online instructor. Nevertheless, the College is committed to teaching excellence regardless of
modality and location. As a result, faculty requesting to teach online are required to demonstrate minimum qualifications to do so, as recommended by the Distance Education Committee and approved by the Academic Senate. Further, current evaluation processes for teaching faculty conducted by peers, deans, and students include evaluation in distance education modality for those courses taught online.

Analysis and Evaluation

The College meets the standard. The College, working with the District, develops job announcements to ensure qualifications of academic applicants meet the minimum qualifications by California Community Colleges Chancellor’s Office. Screening Committees for faculty positions strictly follow recruiting procedures. Experience in teaching and curriculum development becomes a key component in evaluating candidates for faculty positions. Faculty members requesting to teach in distance education format are required to meet Academic Senate-approved minimum qualifications.

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

Supporting Evidence

Minimum Qualifications for Faculties and Administrators in California Community Colleges
Job descriptions/announcements
screening committees
reference check
DE minimum qualification
Distance Education Committee
AS Minutes 5-19-15

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

Evidence of Meeting the Standard

The College’s administrators and other employees responsible for the educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. As with hiring of faculty, the College relies on the leadership and content knowledge of existing administrators to identify the need for staff and execute the classified prioritization process. The District refers to its vision, mission, and values when composing job descriptions. These job descriptions list the qualifications necessary to meet the requirements of the job. Prior to any recruitment, the Hiring Manager and Human Resources reviews the job announcement to ensure the current and emerging needs of the position are accurately reflected in the job announcement.
Job Announcements list the minimum and desired qualifications and minimum education requirements for the specific position in recruitment. In addition, all job announcements require that applicants demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Applicants are required to submit transcripts to determine if the minimum education requirements are met. Minimum qualifications are verified by the candidate’s college coursework or through the successful completion of the College’s equivalency process. Foreign degrees must be verified by a certified verification and equivalency agency.

- Human Resources staff performs initial screening of all applicants to determine the candidates that meet minimum qualifications and forwards those applicants to the Screening Committee.
- The Hiring Manager attends the first meeting of the Screening Committee to discuss the attributes and qualifications of the ideal candidate for the position.
- Screening committees with representation from faculty, administration, and staff determine qualified candidates.
- The Hiring Manager makes the final decision on the successful candidate.

Currently, the College has four executive administrators and seven academic administrators positions. All administrators meet minimum qualifications, and four exceed minimum qualifications as they hold both Master’s and Doctoral degrees. In addition, all other personnel who are responsible for the educational programs and services we provide to students are thoroughly screened for minimum qualifications by the Human Resources department, the screening committee, and the hiring manager.

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

**Analysis and Evaluation**

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

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

VPAA job description
College’s equivalency process
SJCC Administrators

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

Evidence of Meeting the Standard

Full-time Faculty Equivalency

The District follows the “Minimum Qualifications for Faculty and Academic Administrators in California Community Colleges” to establish minimum qualifications. Each applicant is required to submit official transcript when applying for a position, along with other required materials such as application forms, cover letter, and references. For faculty positions, an equivalency process has been established for applicants who do not directly meet minimum qualifications to determine equivalence, based on degree equivalence, academic background equivalence, or professional equivalence. The same process is followed for applicants holding degrees from non-U.S. institutions. The Equivalency Policy is posted on the District Human Resources webpage.

The faculty equivalency process, revised by the College Academic Senate, includes review by an equivalency committee made up of discipline experts, the Academic Senate President or his/her designee, and the area dean. The job applicant is responsible for submitting the required forms and supporting documents to assert an equivalency. The equivalency process includes a review of transcripts and course descriptions. In the case of classified applicants, the HR staff has developed general guidelines for determining equivalence. Those forms and guidelines are included in the Screening Committee Training/Orientation handouts.

Part-time Faculty Equivalency

The Hiring Administrator submits a request to hire an adjunct faculty to the Campus Personnel Services Coordinator along with an unofficial copy of the transcripts (or an equivalency form from an approved agency) and a copy of the College application form. The Coordinator then reviews each application to verify that the potential faculty member has the minimum qualifications required for the position. The potential faculty member must have graduated from an accredited institution to be considered for employment.

Additionally, degrees from institutions outside of the United States may be used to meet the College’s educational requirements provided that an evaluation, in English, is conducted by a professionally recognized evaluation service, prior to submission of the application materials.
While the College relies on the professional evaluation service for the review of foreign degrees, the College retains the ultimate and final authority to grant equivalency.

The Office of Human Resources ensures that all required degrees are from accredited institutions and that those from non-US institutions have been granted equivalency from a professionally recognized evaluation service.

**Analysis and Evaluation**

The College meets the Standard. A faculty equivalency process has been established and is used for faculty hiring; each applicant is responsible for completing the equivalency process if his/her degree is not in the assigned field. For administrator or classified positions, if a degree is from a foreign institution, evaluation is required by a professionally recognized evaluation service to verify if the degree meets minimum qualifications.

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

**Supporting Evidence**

- Minimum Qualifications for Faculty and Academic Administrators
- Equivalency Policy
- Equivalency committee
- Screening Committee Training/Orientation

**III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals.** The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Evidence of Meeting the Standard**

The College has in place necessary and appropriate employee performance evaluation policies and processes for faculty, management, supervisor, confidential, and classified staff. Employee performance evaluations support College values and goals by building communication links between administrators, faculty, and staff; identifying education and training needs; aligning work efforts with College objectives; and defining areas of strengths and needs. The performance evaluation process helps to inform employees and provides employees opportunities to adjust and improve.

All personnel are evaluated systematically and at stated intervals. Evaluation procedures for faculty, staff, and administrators are available on the [District HR webpage](#). These processes
are covered in Board policies and procedures and in contracts negotiated with the respective collective bargaining units: Federation of Teachers AFT 6157 and Classified School Employees Association (CSEA) Chapter 363 for classified personnel.

**Tenure-track Faculty Evaluation**

In accordance with AFT collective bargaining agreement, a four-year tenure review evaluation process is utilized for tenure-track faculty. The purpose of the tenure review is to give faculty members an opportunity to demonstrate that they meet the performance criteria established. During the four-year tenure review period, a three-member Tenure Review Committee (TRC), including the division dean and two tenured faculty members, evaluates new full-time faculty. Tenure-track faculty are also assigned a faculty mentor in the same discipline, if available. During the tenure-track faculty member’s first, third, fifth, and seventh semesters, student evaluations are completed for each of the faculty member’s course sections. The TRC evaluation and student evaluation form contain a set of criteria used to evaluate the faculty member’s performance, as well as a written narrative to describe areas of performance and areas for improvement. Tenure-track faculty undergo rigorous evaluation, the portfolio of which includes:

- Job Description
- Growth and development plan
- Faculty observation
- Administrator’s evaluation of faculty
- Student evaluation summary
- Self-evaluation
- Sample of course syllabi
- Contents page for tenure-track contract faculty evaluation
- Summary evaluation report
- Optional written response to the Summary Evaluation Report
- Improvement plan if applicable

Recommendations and commendations made by the TRC and signed by the tenure-track faculty member are sent each year of tenure review to the President or designee with the original placed in the tenure-track faculty member’s personnel file. The President or his designee reviews and comments on each document, approves, and then forwards them to the District HR office. The HR office places the recommendations of “granting tenure” or “moving on to next tenure-year” on the Board agenda for approval. The President shall notify the Vice Chancellor of Human Resources when the tenure-track faculty is placed on either “Needs Improvement” or “Does Not Meet the Requirements of Assignment” status. The Vice Chancellor of Human Resources shall notify the appropriate AFT 6157 Grievance Officer who may serve as an observer. The division dean, in consultation with the TRC, develops a written Improvement Plan for the faculty member who was placed on either “Needs Improvement” or “Does Not Meet the Requirements of Assignment” with clearly identified timeline for completion and recommendations for corrective actions. The tenure-track faculty on Improvement Plan can remain in this status no more than four semesters.
Tenured Faculty Evaluation

Full-time tenured faculty (both instructional and non-instructional) evaluation occurs once every three years. The process is intended to be proactive and to ensure that tenured faculty members are fairly and objectively evaluated by established criteria. The evaluation process includes administrative, peer, and student evaluations. The Evaluation Committee (EC) consists of the immediate administrator or designee who has professional competency in the field or discipline of the faculty member and one currently tenured full-time faculty member (peer evaluator) who must be approved by the Academic Senate. Criteria for evaluation contain three major components: professional criteria, collegial criteria, and organizational criteria. These criteria are evaluated through the faculty member's Growth and Development plan, Self-Evaluation, classroom observations, and student surveys. The complete evaluation portfolio contains the following:

- Growth and Development Plan
- Observation Forms
- Student Evaluation Summary
- Self-Evaluation
- Summary for Evaluation Report for Tenured Faculty
- Contents Page for Tenured Faculty Evaluation
- Optional written response to the Summary Evaluation Report
- If applicable, Improvement Plan

The faculty member and the EC have opportunities to hold pre-evaluation, progress review, and post evaluation conferences to discuss, review and summarize the overall evaluation outcomes. A summary evaluation report is produced by the EC at the conclusion of the entire process. If the EC review concludes that the faculty needs improvement, the faculty member and the EC develop an “Improvement Plan” for improving performance with a time frame for ongoing evaluations of the area identified as not meeting the requirements of the assignment. At the conclusion of the time frame given to the faculty for Improvement Plan, the faculty member may be allowed to continue on specific areas of concern identified by the EC. If the faculty member’s performance demonstrates an insufficient progress has been made, the EC reports to the college President and appropriate disciplinary action will be taken.

Part-time Adjunct Faculty Evaluation

Part-time adjunct faculty evaluation occurs in the first semester of service, and at least once every six semester thereafter. For the purpose of evaluation, adjunct faculty are divided into three distinct groups: those who have achieved seniority rehire preference (SRP); those involved in the process to achieve SRP; and those working less than 33 percent, the required load to be considered for SRP. The Evaluation Committee (EC) consists of the administrator/designee and a peer faculty member in the discipline. Adjunct faculty assigned a load of 33 percent/40 percent, or more (SRP adjunct faculty) are evaluated in each of three consecutive semesters. Each evaluation includes at least one observation by a peer, and the supervising administrator may conduct and include an additional observation. Student evaluations will be conducted in one class in each of the three semesters. Once SRP is
obtained the adjunct faculty member is evaluated every six semesters. Such evaluations include at least one observation in the sixth semester by a peer. The supervising administrator may conduct an additional observation, and student evaluations will be conducted for each of the six preceding semesters. SRP may be withdrawn if an appraisal of the adjunct faculty member’s performance is “Unsatisfactory” or if there is discipline or if an investigation of student complaints or surveys substantiates performance issues. An improvement plan may be discussed with the adjunct faculty member who receives a “Needs improvement or unsatisfactory” evaluation. Adjunct faculty assigned less than 33 percent/40 percent without SRP will be evaluated in the first semester of employment by a peer observation and every sixth semester thereafter. Student evaluations are administered at least one class, and the Classroom Observation Form and Summary Evaluation Form is completed for each adjunct being evaluated. The faculty member is rated Distinguished, Proficient, Needs improvement, or Does Not Meet Requirements.

All forms are sent to the President for signature, and kept in the HR office. HR staff regularly sends out email reminders to inform division deans of faculty evaluation due date, and keep track of when the forms are completed and returned. Such information is recorded in the District Ellucian system. Original documents are kept in faculty personnel files. Faculty members also receive a copy of all documents, and the administrator keeps a copy as well. The Board of Trustees must approve the conversion of tenure-track faculty to tenured faculty.

Administrator Evaluation

Management and supervisory personnel are evaluated in accordance with Education Code 87663 and Board Policy 7000 and are completed in a timely manner. During 2014-2015, the Manager, Supervisor, and Confidential Council (MSCC) started updating its employee handbook, which clearly outlines a process and procedure of administrator performance evaluation. New procedures were implemented beginning 2015-2016. Job descriptions have been streamlined to reflect its actual job duties and responsibilities. With these clearly aligned job descriptions and newly developed evaluation procedures, the administrator evaluation is designed to evaluate an administrator’s ability to provide positive role models for all students, and to create an inclusive and supportive educational and work environment for employees, students and the local community.

All administrators are evaluated annually starting with goals and objectives setting/review in July, and also includes the following components: mid-year review, a peer feedback survey, and an annual performance review. Depending on which year of contract the administrator is in, a comprehensive performance review will take the place of the annual review. The comprehensive review includes annual goals and its reflection, self-evaluation, supervisor’s evaluation, and a peer/staff feedback from those individuals with whom they work closely. The peer and staff feedback consists of supervisors, faculty, and classified staff, as well as students when relevant.

A newly hired administrator goes through an annual evaluation in his/her first year, a comprehensive review starting his/her second year for two consecutive years, and switches to
an annual evaluation in his/her fourth and fifth years. A comprehensive evaluation occurs every three years thereafter. An annual evaluation includes all but the peer and staff review, and the administrator’s supervisor conducts it.

**Classified Employee Evaluation**

Classified staff evaluations are conducted annually on their original hire dates by the immediate supervisor. The College receives from the District HR office a list of names and original hire dates of the classified staff on regular basis and conduct evaluations in a timely manner. Probationary classified employees are evaluated three times during the first year of employment, after three, six, and eleven months of employment. After the probationary period, all employees are evaluated annually on the anniversary date. The intent of the evaluation process is to help employees improve their performance.

The College emphasizes the importance in conducting all evaluations in a timely manner where procedure, schedule, and timelines are reviewed and discussed in the Administrative Council meeting, the annual Deans Academy and weekly deans meetings, and respective department and program meetings.

**Analysis and Evaluation**

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

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

**Supporting Evidence**

- District HR webpage
- Board policies and procedures
- AFT collective bargaining agreement
- Full-time and tenure track evaluation process
- Part-time adjunct faculty evaluation
- Management and supervisory evaluation
- Board Policy 7000
- Annual evaluation schedule
III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

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

- The Student Learning Outcomes and Assessment Committee is a standing committee of the Academic Senate that is charged with the following:
  - Developing procedures related to Institutional, Program, and Course SLOs, their assessment, and reporting.
  - Providing guidance and support to faculty and staff in the development of SLOs and SLI assessment tools at the course and program levels, as well as in aligning SLOs across the three levels: course, program and institutional, as well as Service Area Outcomes.
  - Organizing professional development activities related to SLO assessment.
  - Organizing and implementing a plan to assess Institutional SLOs for the college.
  - Coordinating with Division Deans and administrative staff to review and maintain processes, and ensure current practices are relevant, meaningful and appropriately linked to the Program Review Process.

In April 2014, the College was put on probation for failing to meet Standard III.A.1.c from the last comprehensive evaluation:

“Faculty and others directly responsible for student progress towards achieving student learning outcomes should have, as a component of their evaluation, effectiveness in producing those learning outcomes.”

The Board of Trustees made compliance a priority and the District negotiation team was able to work with the Management, Supervisory and Confidential Council (MSCC) and AFT 6157 to include new language in the articles that meet the requirements of Standard III.A.1.c. As a result, in June 2015, the Accrediting Commission for Community and Junior Colleges (ACCJC) removed the College from probation, per ACCJC Letter of June 29, 2015.

Administrators

The District has made significant progress in this area. The Board of Trustees took action to include Student Learning Outcomes in administrator evaluations and job descriptions. At that time, a revision was made to the academic administrator evaluation and job description. The administrator evaluation now includes the following language: “The administrator
participates in student learning outcome assessment by effectively leading those directly responsible for student progress.”

The Administrator job description includes the following language: “Provide leadership for program review, including program improvement and development; systematic assessment of student progress and learning outcomes; review and recommend changes to maintain relevance of division programs to meet student and community needs.”

Faculty

Negotiations between the District and the Union addressing faculty evaluations and assessing SLOs were finalized after the ratification of the Collective Bargaining Agreement and was approved by the District Board of Trustees at the February 10, 2015 Governing Board meeting. As part of that agreement, a component to assess Student Learning Outcomes was added to the faculty evaluation process, Articles 19–22, specifically Articles 19.10.3, 20.8.7, 22.7.7. These articles include the requirement that all faculty (including adjuncts) have SLO assessment as part of the evaluation. On the Evaluation Form, the Administrator conducting the evaluation indicates if the faculty member participates in faculty responsibilities such as those that include Assessment of Student Learning Outcomes.

All faculty evaluations performed after February 10, 2015 have used the new faculty evaluation forms outlined in Articles 19-22 of the Collective Bargaining Agreement III.3A.6.4.

- 19.10.3 Self-evaluation: The adjunct faculty member shall provide a self-evaluation that addresses student success and participation in assessing student learning outcomes (SLO’s) and the use of data to evaluate/improve instruction and/or program.
- 20.8.7 Self-evaluation: The tenure-track contract faculty member shall provide a self-evaluation that addresses instructional/non-instructional experience, student success, curriculum development, other related topics and participation in assessing student learning outcomes (SLO’s) and the use of data to evaluate/improve instruction and/or program.
- 22.7.7 Self-evaluation: The tenured faculty member shall provide a self-evaluation that addresses instructional/non-instructional experience, student success, curriculum development, other related topics and participation in assessing student learning outcomes (SLO’s) and the use of data to evaluate/improve instruction and/or program.

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

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

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

Supporting Evidence

Self-evaluation
Student Learning Outcomes and Assessment Committee
Procedures
Professional development activities
ACCJC Letter of June 29, 2015
Administrator evaluation
Administrator job description
February 10, 2015 Governing Board
Articles 19–22, specifically Articles 19.10.3, 20.8.7, 22.7.7
Collective Bargaining Agreement III.3A.6.4
Program Reviews

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

Evidence of Meeting the Standard

The District is committed to maintaining a sufficient number of qualified faculty members in order to provide quality programs and services that are student-centered and focused on student success. The District uses a participatory governance process to gather input and make final position recommendations.

The Chancellor’s Office requires a report from the Colleges each November listing the FTEs for both full-time and adjunct faculty and the Faculty Obligation Number (FON) for the College. The College Budget committee reviews all staffing levels of all types of personnel, which is a shared-governance committee that recommends staffing funds to the President. The President consults with the District Financial officers to determine the amount of funding available for new faculty, and decides upon the division of these funds for each college.
The process for requesting new faculty is clearly defined and has a two-pronged approach. Each academic dean provides data to support their requests, and they meet with the Vice President of Academic Affairs to determine a ranking of their desired positions. This list is shared with the President. Another prioritized list is compiled by the Academic Senate and is also given to the President. The President then considers the ranked lists, priorities for the College and fiscal considerations before making a decision. Once a decision is made the President discusses his decision with the Academic Senate Executive team and the Vice President of Academic Affairs. Factors that are considered in the final decision of what positions to fill, include the following:

- Engagement in SLO Assessment/Program Review
- College/Student profile and need for growth
- Enrollment patterns
- Vacancies due to retirement
- Emerging occupations
- Ration of full to part time faculty
- Institutional initiatives
- New mandates from State, if any
- Budget

The District maintains compliance with the 50 percent rule of the California Education Code Section 84362 that requires that at least 50 percent of the District’s unrestricted funds be spent directly on salaries of classroom instructors.

The College employs part-time faculty in order to increase flexibility in course scheduling and to respond quickly to workforce trends in business and industry. The part-time faculty are committed to the mission of the College and care about the students served. They devote time not only to their assigned classes, but join in the life of the College outside of their requirements in a variety of ways, such as serving on the Student Success Committee, the Academic Senate and the Distance Education Committee. The College considers adjunct faculty to be an integral part of the institution that adds skills and diversity to the quality of education we provide our students.

In May 2014, as a result of the multi-year strategic planning process, the District published the Redesign Report that covers the timeframe of 2013-2017. This report addresses the Board of Trustees’ goal for the Chancellor to complete a re-organization plan for the District that is driven by the District’s mission, vision and values that are guided by the Student Success definition and policy. To that end, the District conducted an institutional study to prioritize needed positions and spread them over three phases of hiring. We are currently in the third phase. The Faculty Hiring Process for the College is articulated on pages 90 and 91 of the Redesign Report.

In December 2015, an additional 22 full-time faculty positions for fall 2016 were approved for hiring by the District including 10 for the College.

Looking back to 2010, the District has consistently surpassed its Full-Time Faculty Obligation:
San José-Evergreen Community College District Staffing

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San José City College Staffing

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Analysis and Evaluation

The College meets the standard. There is a sufficient number of faculty to assure the delivery of quality educational programs and services that meet its mission. The College refers to its Program Reviews, strategic plan and operating budget standards to determine appropriate staffing levels for each program and service. The staffing plan is reviewed when vacancies occur or it is determined that additional faculty are needed. There is a specific process that is followed to determine staffing levels each year and a specific process to follow when vacancies occur. The College maintains a sufficient number of faculty to deliver quality education to its students.

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

Supporting Evidence

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

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

Evidence of Meeting the Standard

Employment policies and procedures for Adjunct faculty are outlined in Article 9 of the AFT Collective Bargaining Agreement (see III.A.8.1). Orientation is addressed in Article 5.13.2 and states that new adjunct faculty shall be paid two hours for attending College adjunct orientation. Every semester the Office of Academic Affairs welcomes new adjuncts and provides basic information along with networking opportunities to all new hires from every discipline. At these orientations, administrators and coordinators provide the new faculty members with information about college enrollment processes, student services, syllabi and SLO requirements, professional development opportunities and processes, faculty support services, and union representation.

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

The District has policies that provide for regular, timely evaluation of adjunct faculty. The main goal of the evaluation process is to communicate with the faculty member about his or her performance, to document and measure performance and to set professional goals. Components of the Adjunct faculty evaluation include the Administrator’s evaluation, peer evaluation, actual observation, and student evaluation. Adjunct faculty are divided into three distinct groups for the purpose of defining the process of evaluation: those who have achieved seniority rehire preference; those involved in the process to achieve seniority rehire preference; and those working less than 33 percent, the required load to be considered for seniority rehire preference. The Evaluation of Adjunct Faculty is found in Article 19 of the AFT Collective Bargaining Agreement.

Professional Development opportunities for all full-time and adjunct faculty are coordinated by the Professional Development Committee. There are three formal mandatory Professional Development Days per school year. Adjunct faculty are eligible to receive six hours of pay by participating in designated activities at each mandatory Professional Development Day. There are also Professional Development Days that are not mandatory, but to which adjunct faculty are invited. They are paid for up to four hours for each non-mandatory Professional Development Day in which they participate.
In addition, the College encourages full and part-time faculty to enhance professional growth by rewarding payments for specific activities related to the faculty member’s expertise. A Professional Recognition Committee, comprised of six faculty members and three administrators, is charged with reviewing applications for professional recognition salary increases. Adjunct faculty members who are placed in classes IV, V and VI at step 4 or above on the current salary schedule and who have completed three years satisfactory service in the District may qualify for a salary adjustment in the following academic year based on additional educational training and/or experience.

Adjunct faculty are encouraged to engage in a variety of professional development activities both on campus and off. Adjuncts are offered the opportunity to apply for staff development funds to defray the cost of conferences and other professional development activities.

Lastly, professional development is offered at many levels within the District. The College provides college-wide activities, workshops and events that promote diversity and educate management, faculty and staff through guest speakers, brown bag lunch presentations and cultural events throughout the year. Adjunct faculty are invited to all these events.

There are many opportunities for adjunct faculty to integrate into the life of the institution. Beginning in 2014 adjunct faculty were included in the opportunity to serve as faculty coordinators for specific departments and college programs and paid for that service through a non-instructional contract. Adjunct faculty have served as faculty coordinators in the Puente program, Technical Careers, Business Careers, and Humanities (Faculty Coordinator Non Instructional Assignments). Some adjuncts are involved in committee work and other College activities. Adjunct faculty serve on the Academic Senate, Basic Skills Initiative Committee, Student Success Committee, hiring committees, and the Professional Development Committee.

Adjunct faculty served as tri-chairs on the Accreditation Team. Adjuncts are also working on matriculation projects, student success initiatives, and more. In addition, some program coordinators (such as Early Childhood Education and Journalism) are adjunct faculty.

**Analysis and Evaluation**

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

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

AFT Contract Article 5.13.2
Professional Development Committee
Academic Calendar Professional Development Days
Professional Recognition Committee
Staff development funds
Faculty Coordinator Non Instructional Assignments
Tri-chairs on the Accreditation Team

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

Evidence of Meeting the Standard

The College employs qualified staff in sufficient numbers to support its mission and purposes. The College uses an integrated planning process of Program Review to ensure instructional, student, and administrative areas operate effectively. Program Review is a key component of the integrated planning and resource allocation model. It provides systematic, data-driven information that allows the College to examine the overall effectiveness of the institution. Moreover, Program Review is utilized to ensure appropriate resources are being allocated in order for the College to meet its mission.

In May 2014, as a result of the multi-year strategic planning process, the District published the Redesign Report that covers the timeframe of 2013-2017. This report addresses the Board of Trustees’ goal for the Chancellor to complete a re-organization plan for the District that is driven by the District’s mission, vision and values that are guided by the Student Success definition and policy. To that end, the District conducted an institutional study to prioritize needed positions and spread them over three phases of hiring. The College is currently in the third phase. Program Review, Operating Budget Standards, and the unique needs of the College students are all taken into consideration when determining staffing levels.

By 2015, the College had 27 new full-time employees, including faculty, management, and classified staff over 2011 levels. In addition, the District employed more than 1800 part-time and temporary workers, including students. The College continues to rebuild staffing levels from the downturn during the recession and is meeting the needs of all students and programs.
<table>
<thead>
<tr>
<th>Year</th>
<th>SJCC FTEs</th>
<th>Faculty &amp; Staff</th>
<th>District Support</th>
<th>Total Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>3334</td>
<td>486</td>
<td>78</td>
<td>564</td>
</tr>
<tr>
<td>2012</td>
<td>3189</td>
<td>487</td>
<td>73</td>
<td>560</td>
</tr>
<tr>
<td>2013</td>
<td>3094</td>
<td>489</td>
<td>60</td>
<td>549</td>
</tr>
<tr>
<td>2014</td>
<td>2993</td>
<td>508</td>
<td>81</td>
<td>589</td>
</tr>
<tr>
<td>2015</td>
<td>2619</td>
<td>513</td>
<td>103</td>
<td>616</td>
</tr>
</tbody>
</table>

**Analysis and Evaluation**

The College meets the standard. There are a sufficient number of employees to support the institution’s mission and purposes (ER 8). The College experienced significant reductions to the workforce over the period spanning from 2008 to 2012, and following the Redesign process, it is on a course of rebuilding and strengthening its numbers.

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

**Supporting Evidence**

Integrated Planning and Resource Allocation Model
Redesign Report

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

**Evidence of Meeting the Standard**

The College maintains a sufficient number of administrators with appropriate qualifications to provide leadership that supports the institution’s mission. The College engages in a variety of assessment and planning processes to ensure all human resources needs of the institution are met. Strategic planning, Program Review, Environmental Scan, and Budget review are all part of the process.

Administrator positions are regularly reviewed in relation to the needs of the College. When vacancies occur, the Chancellor, College President, and Vice Presidents meet to assess the needs of the department affected prior to moving forward with recruitment. Job descriptions and desired qualifications are reviewed and updated as needed.

The effectiveness of administrative leadership is assessed through Program Review, results of Student Learning Outcomes, and achievement of individual goals. Administrators’
performance is evaluated on a regular cycle, with measurements that are tied to specific performance factors.

The District also adheres to the Redesign report to ensure there are a sufficient number of qualified administrators. According to Board policies and procedures, all administrators must meet the minimum qualifications set by the Board of Governors. In May 2014, as a result of the multi-year strategic planning process, the District published the Redesign Report that covers the timeframe of 2013-2017. This report addresses the Board of Trustees’ goal for the Chancellor to complete a re-organization plan for the District that is driven by the District’s mission, vision and values that are guided by the Student Success definition and policy. To that end, the District conducted an institutional study to prioritize needed positions and spread them over three phases of hiring. The College is currently in the third phase (see III.A.10.1).

As noted in the organization chart, the College is currently staffed with a President, a Vice President of Administrative Services, a Vice President of Academic Affairs, and a Vice President of Student Affairs. Seven Deans, three Directors, four Supervisors and division Administrative Assistants support these administrators.

Analysis and Evaluation

The College meets the standard. The College has a full complement of administrators, who each have supporting staff, and is in compliance with ER 8.

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

Supporting Evidence

Regular cycle
Redesign Report
Organization chart

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

Evidence of Meeting the Standard

The District has a variety of written personnel policies and procedures that are available for information and review. All policies, as well as rules and regulations, governing employment procedures can be found on the District website. Each administrative office makes such information readily available for reference and both District personnel and the public has the access to this information. The District also adheres to collective bargaining agreements with
AFT 6157 and CSEA Chapter 363. In addition, the District implements agreements made with a ‘Meet and Confer’ group “MSC” that represents Managers, Supervisors, and Confidential Employees. All constituencies, including AFT 6157, CSEA Chapter 363, and the Academic Senate, MSC, participate in shaping personnel policies and procedures through the District participatory governance, District Council.

The College adheres to written personnel policies and procedures that have been developed by the District HR office to ensure fairness in all employment procedures. The District HR works closely with its Executive Team, constituency groups and legal counsel to ensure the policies and procedures are fair and equitably and consistently administered. General principles include District compliance with federal, state and local laws, and District commitment to equal opportunity, fairness, and inclusion, family medical leave, hiring, equivalency, and other policies governing hiring and working conditions. The core of the District’s commitment to fair and equitable administration of policies and procedures is defined in Board Policy 3410 that addresses Non-Discrimination and Zero Tolerance for any type of harassment. The District has established procedures for handling and investigating any complaints of discrimination in the employment process which can also be found on the District website.

In order to ensure policies and procedures are closely adhered to, employees receive training at the beginning of their employment with the District and continuous training on core policies such as EEO, Recruitment and Hiring, and Performance Management. Mandated trainings are conducted on specific key policies such as sexual harassment, FERPA law and Non-Discrimination. Some of the trainings are repeated every two years. The District HR office keeps track of every employee’s training record and re-trains employees according to established schedules.

Managers are evaluated using the 360-approach, which calls for input on management performance from a cross-section of employee levels in the District and allows for monitoring the fairness and equity of the application of the policies. In addition, the District established a grievance/complaint policy that allows individuals to file formal complaints when they feel they have not been treated fairly.

When a grievance or compliant is received, the District HR, the constituency group leaders, and College President act swiftly to investigate the incident and determine the correct response. Title IX Coordinator is located in the College and a Title IX team at the District Office. Any Title IX complaint is immediately investigated and handled appropriately.

Analysis and Evaluation

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

The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.
III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The District follows Equal Employment Opportunity in all its hiring procedures, including a commitment that successful candidates demonstrate sensitivity to and ability to work with diverse academic, socioeconomic, cultural and ethnic backgrounds of students, faculty, and staff, including ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.

The District monitors the success of equal opportunity in its recruitment, selection, retention, and promotional policies and procedures by monitoring outcomes to assure that there is no adverse impact against any person or group of individuals, due to ethnic group identification, national origins, religion, age, sexual orientation, gender, or race.

On a regular annual basis, the Board of Trustees reviews the demographic composition of the employee workforce and the applicant pool. The Chancellor’s designated officer collaborates with the Research Office to provide data that evaluates the District’s employment equity and diversity in order to ensure representation from a diverse population. The College assesses such information for all College personnel and recruitment as well. According to the latest information, employee demographic statistics for the College show that 54 percent employees are women and 46 percent are men (Fact Book). White employees comprise 47 percent of total workforce; of the non-white employees, 20 percent are Latino (Hispanic, Mexican, Central American, South American), 20 percent Asian (Cambodian, Chinese, Japanese, Korean, Indian, Vietnamese, Filipino, Pacific Islanders), and 7 percent African American.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>36</td>
<td>7.0%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>5</td>
<td>1.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>105</td>
<td>20.5%</td>
</tr>
</tbody>
</table>
The College continues to ensure that employment equity and diversity are consistent with its mission. The published Equal Employment Opportunity and Diversity Plan gives details of the District and the College commitment to equal opportunity and diversity.

Analysis and Evaluation

The College meets the standard. The Fall 2015 Staff Demographics statistics indicates that the College does regularly assess its record in employment equity and diversity, consistent with its mission.

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

Supporting Evidence

Fact Book
Equal Employment Opportunity and Diversity Plan

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

Evidence of Meeting the Standard

The College upholds a written code of professional ethics for all its personnel and imposes discipline for violations. The College strives to create an environment in which ethical and professional behavior is the fundamental touchstones of its culture. It expects employees to work with the highest degree of integrity in all aspects of their work. (See BP 2710, BP 2717, BP 3410, BP 3436, BP 3550, BP 7310, BP 7370, BP 7700).

The Board of Trustees established the framework for ethical behavior by revising and updating its own written Code of Ethics on January 10, 2012. This Code is published as Board Policy 2715 and articulates the Board’s standards of behavior and ethical conduct expected from all its Trustees and sets forth the policy for addressing Behavior Contrary to the Code of Ethics.

All employees sign the Oath of Allegiance at the time of hire. In addition, all employees receive orientation regarding specific policies of the District including:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>103</td>
<td>20.1%</td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td>6</td>
<td>1.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>16</td>
<td>3.1%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>242</td>
<td>47.2%</td>
</tr>
<tr>
<td>Total</td>
<td>513</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
The College Academic Senate approved its code of ethics on May 17, 2011. This Code is also published on the College website.

Classified staff members of CSEA Chapter 363 include a Disciplinary Action section in their Collective Bargaining Agreement, Article 19.

Faculty members of AFT 6157 have Disciplinary Action section in their Collective Bargaining Agreement, Article 23.

Analysis and Evaluation

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

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

Supporting Evidence

Written code of professional ethics
Board Policy 2715 Code of Ethics
College website
Collective Bargaining Agreement CSEA
Collective Bargaining Agreement AFT
BP 2710 Conflict of Interest
BP 2717 Personal Use of Public Resources
BP 3410 Non-Discrimination Policy
BP 3436 Consensual Relationships
BP 3550 Drug-Free Environment
BP 7310 Nepotism
BP 7370 Political Activity
BP 7700 Whistle Blower Protection Policy
III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

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

All Employees

The College provides its workforce with training and professional growth opportunities to help them fulfill the requirements of their job and provide the best learning opportunities to the students served. College-wide events are offered that promote diversity and educate management, faculty and staff through guest speakers, brown bag lunch presentations and cultural events throughout the year. In addition, organized Professional Development Days are held for all employees. The purpose of the professional development days is to provide training on current procedures, provide updates on new laws, developments, programs and services available to all students and staff, as well as to offer other professional training of interest to this audience. The trainings are customized to fit the needs of both faculty and classified staff.

Trainings are held for all employees that focus on Equal Employment, Diversity, Safety Awareness, Mediation and new IT platforms. Trainings on Title IX requirements, Mandated Reporter, Injury Illness and Prevention Plan, and Sexual Harassment are required for all employees and are given at regular intervals.

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

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

- The AFT 6157 Collective Bargaining Agreement, Article 10 page 50, outlines the process for faculty to receive salary awards as recognition for professional growth. A Professional Recognition Committee is formed and charged with reviewing applications and recommending approval of sabbatical applications to the Chancellor.
and verifying completion of planned activities for the award of professional recognition salary increments and sabbatical leaves.

- The California School Employees Association Bargaining Agreement, Article 20 page 67, outlines the policy for classified employees to receive salary awards for completing professional courses.

- The Managers, Supervisors and Confidential Employees Handbook, Article 3.5 page 6, discusses salary increases as recognition for professional growth. The Professional Recognition Committee is formed within the District to review applications submitted by MSC employees for Professional Growth salary awards.

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

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

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

Finally, the College offers a variety of funding sources to help personnel attend conferences, courses, and workshops that will enhance and improve their skills. The President’s Office piloted a matching grants fund during 2014-2015. In addition, Basic Skills Initiative and Professional Development funds were available to faculty and staff. In order to access these funds, requestors fill out a form that explains how the conference or workshop will help improve their ability to promote the mission and strategic goals of the College. After the event, participants share what they learned with the campus community through workshops, department meetings, and other reports.

*Faculty Specific Professional Development*

The District offers professional development opportunities directly, by conducting the following trainings:
Professional Development Days: There are normally four days of the academic calendar year, three with mandatory attendance, that are held for the purposes of conducting activities to address critical staff, student and professional development needs. The Staff Development Committee is responsible for planning activities, with input from all faculty members. Activities conducted on Professional Development days may include:

- Staff development, in-service training, conferences, field trips and workshops relating to teaching assignments and goals of the college.
- Program and course curriculum development and evaluation
- Learning resource development
- Student personnel services such as student advising, guidance, orientation, and matriculation services.
- Institutional research as assigned by College supervisors
- District, College, departmental or division meetings

Professional Recognition (PR): Faculty members are encouraged to continue their professional preparation through formal academic work or a specific professional endeavor. PR is earned through approved activities such as attending workshops, writing publications, completing independent study or completing formal course work from an accredited college. As stated in III.A.8, the Professional Recognition Committee (PRC) is comprised of six faculty members and three administrators who review professional recognition plans and proposals, and evaluate completion of the plans, along with awarding salary increases.

Sabbatical Leaves: Sabbatical leaves are encouraged and may be granted to full-time faculty members for the purpose of carrying out an approved program that will benefit students, instructors, and the College. Such leaves are a means of enhancing professional growth of faculty members through a variety of activities and experiences that have significant relevance to the specific assignment or retraining of the faculty member.

Management, Supervisors, Confidential Specific Professional Development

Deans Academy: The Deans Academy is held over the course of four days prior to the beginning of each school year. The intent of the Academy is to provide the deans an opportunity to strengthen their professional development and leadership so as to better serve the College. A wide-range of topics are presented such as: Leadership, Academic Support, Human Resources, Participatory Governance, Sexual Assault Awareness/Title IX, Curriculum development, and team building.

Classified Manager Leadership Training: Yearly training specifically for Classified Managers was held on January 19, 20 and 22, 2016. Topics included: Evaluation Process, Skills Assessment, Work Styles, Intergenerational Communication, Discipline, Title IX, Leaves of Absence, FRISK Fundamentals

Supervisor Leadership Training: Yearly training for all Supervisors was held on January 21 and 22, 2016. Topics included: Leadership skills, Classified Evaluations, Title IX, Leadership Styles, FRISK Fundamentals.
Classified Specific Professional Development

Administrative Professional Development Days are held twice per year at the beginning of each semester. The intent of the day is to provide information on policies and procedures of the College, new developments in systems, shared practices, and personal skill building. In 2016, the Administrative Professional Development Day was held on March 22. Topics included: Recruitment procedures, creating reports from CROA, Accreditation, Title IX and Dealing with Difficult People.

Evaluation of Activities

Assessment forms are distributed at the end of events, asking for feedback on the event, to include questions such as: What did you learn? What could have improved the event? Was the presenter clear and relevant? What other topics would you like to be presented? What needs do you have? The assessment forms are reviewed and tallied, with the information used in planning future events.

Analysis and Evaluation

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

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

Supporting Evidence

Professional Development committee
Professional Development Center
AFT 6157 Collective Bargaining Agreement, Article 10 page 50, California School Employees Association Bargaining Agreement Managers, Supervisors and Confidential Employees Handbook Workshop survey form

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

All personnel records are maintained in a secure and confidential manner. The District keeps personnel records safe, confidential, and appropriately accessible. At the time of
employment, each new staff member is issued a packet of payroll and personnel information to be completed and returned to the Office of Human Resources. This information is the foundation of each new employee’s personnel record. The Office of Human Resources reviews the contents of this file using a checklist to ensure that all of the necessary documents are completed, returned, and filed appropriately. Personnel files are kept in the locked file room in the District Human Resources Office. Only HR personnel have the key to the file room. Employees that maintain these records are trained and held to a high standard of confidentiality. Employees are given explicit directions regarding the importance of file confidentiality and are instructed about the circumstances in which employees and managers can review the files.

The District maintains the financial and payroll records for full-time faculty and classified staff as well as administrators. The Office of Academic Support Services at the College maintains adjunct faculty personnel records. These records are maintained in accordance with measures outlined in Article 6 of the AFT Agreement and in accordance of Article 17 of the CSEA agreement. If employees want to view their personnel files, they may do so in the presence of the HR staff. In addition, employees are encouraged to contribute documents to their file related to additional training and similar complementary records.

The College strictly abides by the provisions of the bargaining agreements as they relate to employee personnel records.

**Analysis and Evaluation**

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

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

**Supporting Evidence**

Article 17 of the CSEA agreement  
Article 6 of the AFT Agreement  
Board policies
Standard III.B. Physical Resources

Introduction

San José City College is located at 2100 Moorpark Avenue, San José 95128; the College Extension in Milpitas located at 1450 Escuela Parkway, Milpitas 95035, and the College also offers additional limited courses at Leland High School and the Center for Employment Training. Our operation is part of the San José Evergreen Community College District (SJECCD) which is comprised of approximately 1,675,095 gross square feet of instructional and support service areas. The overall District’s facilities include San José City College, Evergreen Valley College, the District Office, and a College Extension in conjunction with Milpitas Unified School District, currently under construction with completion anticipated in late 2016. The District office is located at 40 South Market Street in Downtown San José.

The College opened its doors in 1921 to a class of 81 students. It is the oldest community college in Santa Clara County and one of the ten oldest in California. The campus located in the heart of Silicon Valley, known around the world as the center for innovation in technology and research.

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

From its modest beginnings, the College has delivered its educational mission with integrity and vitality. Although it has primarily been known for career and technical education preparation, it serves 24 zip codes adjacent to its location and now offers a comprehensive educational program.

In the 2014-2015 academic year, the College served 6,318 Full Time Equivalent Students (FTES) with a total head count of 12,750. The rich variety of cultures, which both enhances and enriches campus life, comprises one of the most diverse student bodies within the California Community College System. In 2021 it will be celebrating its centennial anniversary, marking 100 years of service to the community.

The physical resources are managed and maintained by several entities shared by the District and the College, including Facilities and Planning, Maintenance and Operations, Risk Management, Police Services, College Custodial Services, and College Grounds. Additionally, the District contracts with outside local vendors for specialty support services, such as elevator maintenance, fire alarm monitoring and testing, hazardous materials waste removal, water systems testing, and backflow preventer testing.

Bond measures in 1998, 2004 and 2010 have supported much needed facilities construction: the César Chavez Library, Parking Garage, Career Technology, Technology Center, Multi-Disciplinary, Fine Arts Center, Student Center, Science complex, renovations of the
Business, Cosmetology, and Reprographics buildings. The new Kinesiology/Wellness and Athletics Building is currently under construction, as well as the College Extension in Milpitas. The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

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

Evidence of Meeting the Standard

The College provides sufficient physical resources to carry out its mission. The College operates the campus in support of its education programs, learning support services, categorical programs funded by the state, programs funded by grants, and to serve as the workplace for faculty and staff. Furthermore, the campus is the place where students, local community organizations, and others enjoy a space of learning and civic engagement. The campus has approximately 500,000 square feet of assignable space. An interactive campus map reflects all locations and provides information about each building.

The College currently has space for all employees and services and is aware that in the short term, it will experience pressures for space needs, mainly in faculty and administration offices, due to increased hiring. Also, areas for collaboration and student interaction remain in demand. Construction and campus development also requires having “swing” space to accommodate classrooms/offices while work on modernizing campus facilities is being completed.

The District and the College work together to provide a safe, healthy, and well-operating campus with roles and responsibilities shared with the District according to efficiency and to provide the best learning and work spaces needed to meet the institutional needs. These responsibilities are codified in Board Policies chapter 6 and Administrative Procedures, which include sections on Purchasing, Contracts, Property Management, Security, and Capital Construction:

The College Facilities and Safety Committee meet on a biweekly basis during the 10-month instructional calendar. The committee is made up of representatives of all constituent bargaining groups and student representatives, and the local community is also invited to attend the meetings. The committee is charged with making recommendations, on a semester basis, to the College Advisory Council for consideration by the President related to areas of safety, the College Campus Safety and Emergency Preparedness Plan, health emergencies, priorities for campus maintenance projects, and the temporary relocation or utilization of space of campus programs necessitated by remodeling and/ or construction projects. The
committee meets regularly and the minutes of meetings are shared and posted on the College website.

The District recently established a Safety and Facilities Committee to review reports, to discuss known issues, and coordinate with the College. Beginning in the summer 2016, the District committee began holding quarterly meetings. Representatives of the District committee include facilities, human resources, risk management, police services and maintenance.

According to the District Functional Map, to ensure sufficient and safe physical resources are provided, including the maintenance and operation of an accessible, safe, secure, and healthful learning and work environment, the responsibilities and duties under this standard are shared between the District and the College. The shared responsibilities for safety and sufficiency of space include:

*Existing Facilities:* The District has primary responsibility for implementation and oversight for all existing facilities. This effort is managed with close and active participation and direction provided by the College.

*New Construction Oversight:* The District has primary responsibility for implementation and oversight for all new construction and project renovation. Through an established qualification-based selection process for hiring architects, engineers, and other professional services, the District ensures that safety and security are priorities. Once the new construction is put into service, the buildings transition to existing facility protocols. This effort is managed with close and active participation and direction provided by the College. The Vice President of Administrative Services represents the delegation from the CEO in matters of campus development and liaises with faculty, staff, students, and different committees to ensure the voice of the College is present. The active participation of the VPAS provides direction, decision-making, prioritization, and funding of the different projects.

*Facilities Maintenance:* The District employs staff to maintain the plumbing systems, HVAC, access controls, door operations, interior carpentry, and painting. Additionally, the District contracts for inspection and maintenance services for elevators, fire alarm monitoring, intrusion alarm monitoring, fire extinguishers, fire sprinkler systems, trash removal and hazardous material removal.

*District Police:* District operates its own POST certified Police Department (PD). This is based at Evergreen Valley College, but serves both the SJCC and the District. The District also has an MOU with San José Police Department. Additionally the PD manages video surveillance and recording from different locations; monitors alarms, including building intrusion and fire; and serves as the first responder to campus events. There is a Memorandum of Understanding with the San José Police Department that will be reviewed to update roles and responsibilities. With the opening of the new location in Milpitas, initial conversations have taken place with
the Milpitas Police Department to establish collaboration agreements. The VPAS acts as the safety officer for the campus and in collaboration with the Chief of Police, reviews, prioritizes, and fosters the exchange of communication of campus incidents. Students from the Administration of Justice Program participate in the Cadet Program, which provides students with experience and employment while adding a great value to the College community. Cadets supplement Campus Police and work in collaboration to report any issues observed on campus.

At the heart of the efforts to ensure safety and security for new and existing facilities is the program for inspection and identification of risk. Under the Joint Powers Authority (JPA) agreement, the College benefits from a District-wide inspection of all facilities, looking for trip hazards, unsafe conditions, and potential risk. A report is produced and disseminated to the College to take corrective action. In addition to the inspections required for insurance coverage, the District conducts annual inspection with local authorities, including fire detection equipment, County Environmental Services, State Department of Industrial Relations OSHA and Water Agencies.

District police services has coordinated District wide training in emergency operations and management, ICS/NIMS/SEMS, evacuation planning, fire drills, and on campus active shooter training. The College has a comprehensive Emergency Plan with protocols and information for the Incident Command Center and the Emergency Response Teams.

In collaboration with the Division of Academic Affairs, the College has an Evening Administrator on duty during the spring and summer semesters, Monday through Thursday, 5 to 8 p.m. A binder is ready for the administrator with key contact information, forms, and a dedicated cell phone and a phone extension with voice mail is used to communicate any situations on campus during the evenings.

Grounds and Custodial: The District’s Board Policies guide the areas of maintenance, grounds, custodial services, and new construction. In addition, administrative procedures are in place to provide step-by-step sequences to complete the work. The VPAS oversees the functions of Custodial, Grounds, and Campus Development initiatives.

The College follows District Standards for construction to ensure functionality and conditions for use over the life of the building.

The campus consists of a mix of construction and green areas. The Custodial Department maintains the nearly 500,000 square feet of space spread over the 59 acre campus to provide for a clean and healthy environment for the College to enjoy on a daily basis. The Grounds Department is responsible for the immaculate grounds found at the College. Planting new flowers, keeping trees and bushes trimmed, making repairs as needed, and overall upkeep of the outdoor areas of the campus is their mission every day.
The campus has a significant footprint for outdoor enjoyment and athletics areas and recognizes the need to create more spaces for the campus community to interact. Efforts are being made to beautify the campus as a way to create a better physical environment for students, staff, faculty, and visitors. The groundskeepers specialize in irrigation, chemical applications, and tree maintenance. They take pride in tending the highly manicured lawns, perennial plantings, and color variations that accent the campus creating a pleasing and safe environment.

When a service is needed, any campus user can fill a service request form.

Additionally, the College implements projects based on designs and standards defined in the Landscaping Master Plan and the Security Master Plan that supplement the Facilities Master Plan.

**Space Utilization:** The College monitors and adjusts space utilization to manage the total space constructed to be within the guidelines of the California Community College Chancellor’s Office.

The District has an adopted space guideline chapter 7A of the Campus Guidelines Handbook dated June 2014.

The District assures the access, safety, security, and a healthful learning and working environment in existing facilities using the latest technology, relying on experts in design, engineering and construction, and reviewing legal requirements and code.

**Access**

The classroom guideline standards allow rooms to adapt to constant changes in technology, while flexible and functional classrooms enable instructors and students to work together in a variety of learning environments that best suit different programs. The current standards for new construction and renovation encourage three types of classroom environments: traditional, flexible, and active. Additionally, laboratories are encouraged to not only address specific needs such as sciences, computer, or automotive but also serve as “learning labs” environments that incorporate flexibility, and technology into the space.

**Office spaces** vary in size and capacity, and the District is moving toward standardization of furnishing systems, guest seating support, and maximized storage. Work surfaces and collaborative surfaces are considered, and where possible, mobile elements are implemented for additional flexibility and collaboration.

Parking areas are reviewed for accessibility, proximity to campus facilities, and general condition regularly. The College has developed a long-range Facilities Master Plan that identifies additional vehicular circulation and parking needs to meet the need of future campus growth as well as correct know issues on the campuses.
Public spaces are essential to the daily life of students, faculty, staff and visitors. They foster the widest variety of activities and should support the informal, spontaneous, and casual socializing that supports the behaviors, attitudes, and goals that lead to trust, collaboration, and education between faculty, staff, and students.

The District and colleges oversees new construction, upgrades and maintenance, including safety testing for athletic facilities. The need for the construction of new fields and related sports facilities is identified and prioritized by the College and conveyed to the District for integration into the facilities master plan. Annually, the synthetic fields are maintained and tested for impact resistance to maintain the safety.

Safety and Security

The District regularly evaluates the safety and security of the classrooms, labs, and learning spaces. The College has a Facilities and Safety Committee, and the District created its own advisory committee. For safety in the classroom, the District manages access control via key issuance and/or electronic fob credentialing. Internal to the classrooms, the District ITSS department manages the public address system via the room telephone to communicate out to instructors and students in the event of emergency. The District monitors and maintains public safety systems for functionality and active response as referenced in Standard III.C.3

Office space is managed in a similar fashion as the instruction environment through key access, fire prevention and safety, and emergency notification and evacuation. Common areas are equipped with emergency phone systems that are referenced in the Campus map available on the College’s website.

Parking areas provide safe parking areas with clear visibility and visual access to campus entries and pedestrian walkways. District Police Services manage, maintain, and track reported incidents and crime events as required. The Police also enforce traffic infractions and track and report accidents and personal injury and property damage, including a daily Crime Log Report that is emailed to key College and District staff.

The District oversees existing athletic facilities in the same fashion as for new construction, including safety testing. The need for the improvements and corrective efforts to sports facilities is identified by the College and related to the District for integration into the Facilities Master Plan. Annually, the synthetic fields are tested for impact resistance to maintain safety.

Healthy Learning and Working Environment

In collaboration with the Facilities Department and Health Services, the College promotes a healthful environment by having AEDs in various buildings, including gym and health services office, Purell sanitizers in select entry ways, and some 150 First Aid kits throughout the campus.
In addition, ergonomic inspections of employee workspaces are conducted regularly and upon request to maximize efficiency and minimize the chance of injury, this is also coordinated with Human Resources. Through the District’s work order program, District staff or vendors will be dispatched to assess, repair, and replace deficient lighting, carpeting, interior finishes or other identified working conditions. Proper clearances and spacing are reviewed and adjusted for compliance with local and national codes.

The District retains ultimate responsibility for safety and security for new construction; however, the maintaining a safe construction site and the building while under construction is assigned to awarded contractors as outlined in the Independent Contractor Agreement (ICA) form. On an ongoing basis, the Vice President of Administrative Services works closely with the College’s leadership, the Bond Program Management Company, and District Services and periodically informs the College community of projects and its progress.

Weekly site walk-throughs by contracted program management staff and monthly safety inspections by the JPA insurer are conducted to identify and report potential hazards for correction. The District retains the authority to remove and replace contractors who fail to follow safety guidelines and standards. Moreover, the District requires all contractors to carry sufficient insurance coverage for personal and property damages while working on campus. Finally, the District as owner carries excess insurance coverage in the event of loss.

Overall, the College maintains control, ensures timely inspections, requires expedient corrective measures, and constantly monitors and provides guidance, prioritization, and seeks for the necessary support to provide adequate physical resources.

**Analysis and Evaluation**

The College meets the standard. There are physical resources available to accommodate the current student body and current staff. Additionally, the College is aware and working to implement plans for student and staff growth as outlined in the recently adopted Facilities Master Plan. The College has plans in place to ensure campus safety and to improve safety through looking at input from the campus constituent groups. The campus Police Department is an important component in creating a safe and healthy space. The hiring of full-time Chief of Police and the efforts made to recruit a solid safety team is helping the College bridge services and resolve issues, including fluid and timely communication when incidents take place on campus or near campus, and also to provide the proper equipment to maintain and improve campus safety.

The College currently has sufficient space to offer existing programs and has an estimated 20-25 percent capacity to grow, using fiscal year 2009-2010 as an enrollment baseline. Similarly, workspace for all faculty, staff, and administration is available. As new positions are staffed, the College will need to reassign space to make these accommodations. The College also is aware that creating space for students to interact and socialize will provide a better student experience.
While the College meets the standard, the College and District and are discussing several process improvements that could be implemented to enhance response times and the on-campus experience for students, faculty, staff, and visitors, including

- Leveraging technology to ensure end-users can report and submit request for repairs, custodial services, ergonomic inspections and hazardous materials removal. This implementation will improve response times and optimize the use of the maintenance and custodial teams.
- Improving campus system and processes for student and visitor parking to increase compliance with parking regulations and reduce enforcement costs via implementation of modern technology. The College and District staffing can be maximized while improving compliance with existing parking regulators and improve ease of use by students and visitors to the campus. The designation of parking lots will be reviewed, as will consideration of implementing License Plate Recognition and space counters to show how many parking spaces are available in the parking structure.
- Reviewing the delineation of workload duties and responsibilities and performing quarterly evaluations of projects, especially since over the past few years’ staff turnover has moved workloads to the Administrative Services area, to ensure the planning is comprehensive and inclusive of all entities whose resources could be impacted.
- Measuring client satisfaction with a formal measuring survey. During the fall of 2016, the College will design a campus operations survey to be deployed to define a service baseline. This will also involve the different service teams (District and Campus) to define metrics in each of their service areas.

In all ways, the College needs to provide direction, prioritization, funding, and decision-making in the projects involving physical infrastructure. The District maintains control, ensures timely inspections, requires expedient corrective measures, and constantly monitors and provides guidance, prioritization, and seeks for the necessary support to provide adequate and compliant physical resources. The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

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

**Supporting Evidence**

- Campus Map
- Board Policies chapter 6 and Administrative Procedures
- Facilities & Safety Committee
- College Advisory Council
- District Functional Map
- Fire detection equipment inspection
- County Environmental Services inspection
- State Department of Industrial Relations OSHA
- San Jose Water inspection
Incident Command Center and the Emergency Response Teams
Evening Administrator
District Standards
Service request form
California Community College Chancellor’s Office
Guideline standards
Office spaces
Facilities Master Plan
Public spaces
Safety testing for athletic facilities
Safety and security
Reported incidents and crime
Safety and Security Reporting
Independent Contractor Agreement (ICA) form
Insurance coverage

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

Evidence of Meeting the Standard

The District has completed many projects throughout the College with Capital Construction Bond Measures I (passed in 1998), Measure G (passed in 2004), Measure G (passed in 2010), state matching funds, scheduled maintenance funds, and one-time grant funds. Not all institutional needs have been addressed as identified in the updated 2030 Facilities Master Plan (adopted January 2016).

In 2015, the District engaged specialty consultants to update the Educational Master Plan and supporting Facilities Master Plan (FMP). The current FMP has identified new and emerging facility needs or requirements to support the Educational Master Plan for the College. The District complies with the California Community College Chancellor’s Office process of updating and submitting five year Facilities Plans, yearly Instructional Equipment and Scheduled Maintenance plans, and Special Repairs and Space Inventory updates.

Additionally, the College has implemented and continues to seek new opportunities for Proposition 39 Energy Conservation projects that qualify for funding.

Instructional Equipment and Scheduled Maintenance funding is used to upgrade classroom equipment and provide for building maintenance and upgrades. Proposition 39 project funding has been used to improve energy efficiency of existing College facilities, which results in reduced utility costs and more funding available for other essential needs.
When the College requires facilities to be fixed, users submit tickets via the School Preventative Maintenance Management Systems (SPMMS) work order system managed by the Maintenance and Operations (M&O) department. Through the Internet, phone or email system, College and District staff can report maintenance, safety, or upgrade needs to be dispatched and corrected. Work orders submitted in the system are categorized and prioritized and assigned to the respective crew member. The system allows tracking and following up on all work orders submitted to ensure an appropriate response to the end-user. The end-user also has the ability to track the status of the work order that was submitted and request information on any delays. When the work order is completed, the end-user is notified and the work order is closed out in the system. The Maintenance Department hours are published and available to the College community.

Staffing levels in the Maintenance & Operations Department continue to be a cause of concern. Routine absences, vacations, and injuries can cause significant fluctuations in service for repairs and operational service. There is a need to fill vacancies and acquire temporary employees to fill long-term vacancies and absences in order to maintain service levels as well as cross training of employees to support and fill vacancies. A mechanism for prioritizing staffing in such situations can be created with the proposed Mission-based Decision Making and Operational Manual (see Quality Focus Essay, Action Project 1).

The College and the District have maintenance and service agreements with vendors and contractors to provide routine maintenance and to repair equipment. These contracts span a broad range of systems such as microscopes, scales, fume hoods, and autoclaves in the Biology Labs.

The Maintenance and Operations Department is responsible for the ongoing and scheduled maintenance of all District facilities. A leader in sustainability, the District has an Energy Management System that provides electronic monitoring of the Heating Ventilation Air-Conditioning systems on both campuses. Each campus also has a central plant that provides heating and cooling to all buildings, providing a comfortable environment to support student success.

The Maintenance and Operations Department provides all facility related repairs and ongoing service related work required to keep the existing facilities functioning properly. On some occasions the Department is assigned small renovation projects.

Maintenance crews are assigned by trade to include all services required for Electrical, Heating Ventilation Air-Conditioning, Painting, Carpentry, Locksmith, Vehicle Mechanic and Maintenance.

Analysis and Evaluation

The College meets the standard. There are procedures in place for the maintenance and upgrading of its physical resources. The Maintenance and Operations Department provides all facility related repairs and ongoing service work required to keep the existing facilities functioning properly. Bond measure resources fund the upgrading of physical resources as
Without bond funds, the College and District would need to re-evaluate the systems for funding construction, renovation and replacement of facilities, equipment, land and other assets.

One area of concern centers on staffing and the need to fill long-term vacancies and other staffing needs due to absences. A mechanism for prioritizing staffing in such situations can be created with the proposed Mission-based Decision Making and Operational Manual (see Quality Focus Essay, Action Project 1).

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

**Supporting Evidence**

- SJCC Facilities Master Plan
- SJCC Educational Master Plan
- CCCC Instructional Equipment and Scheduled Maintenance funds
- Bond funding for other essential facility needs
- Work order system
- Maintenance crews

**III.B.3** *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

**Evidence of Meeting the Standard**

The College provides appropriate space and constantly evaluates needs to ensure programs and services are provided. The Division of Academic Affairs shares course scheduling and information related to space availability.

The campus operation is the responsibility of the [Vice President of Administrative Services](mailto:vpas@college.edu) who coordinates, prioritizes, funds, and makes decisions under the direction of the College President and in collaboration with multiple District Office services. The VPAS also participates in multiple campus committees and interacts with campus members who provide input and visibility to the different aspects of facilities management, including space needs, space utilization opportunities, and user preferences. Departments use Program Review to highlight space needs. Personnel Action Forms are also reviewed to ensure that space is available before a position is filled. The President’s Cabinet discusses operational aspects, including space for new hires, space reallocations, and campus development projects. Campus projects are shared periodically through the newsletter, Professional Development Days, emails, campus construction notices, and the [Facilities and Safety Committee](mailto:facilities@college.edu).

The College provides space and support for all student services, provides supplemental instruction areas, and houses other educational programs that are supported with state
categorical funds such as EOPS, CARE, CalWORKs, or grants. A Veterans Center is located in the Student Center, as is space for the Associated Student Government, Middle College, and many departments. The College is proud of having a large Disability Support Program & Services located in the Student Center. The campus also provides space for the METAS program that manages two grants from the Department of Education, described in Standard II.A.4, providing open work areas for students, tutors, and staff, and the Peer-Led-Team Learning (PLTL).

Full time faculty has individual offices, and a professional development area and a lounge for adjunct faculty and other spaces that are shared by visitors and instructors are available.

One physical area that brings students together is the College Library/Learning Resources building, positioned on the Moorpark Avenue edge of campus. It is a welcoming anchor facility for students and visitors. The Cesar E. Chavez Library, located on the second and third floors of the Learning Resource Center building, primarily serves students, faculty, and staff but is open to the public. The collection holds books and media, research databases, periodicals, and course-specific resources. There are ten group study rooms available to be reserved on the third floor for two-hour periods by groups of two to six people. The Library faculty members teach information competency and computer literacy skills through library orientations, the LIB 15 course, and through their daily contact with visitors to the facility.

In addition, the College also offers auxiliary services that include a bookstore, two cafeterias, multiple vending machines, and a recently added coffee cart located in the Theater's lobby.

The District works with the College to plan and evaluate the effective utilization of the facilities on each campus. A summary of those discussions is included in the documents submitted to the California Community College’s Chancellors Office each year in the form of the Space Inventory Update, 5-Year Scheduled Maintenance Plan, and 5-Year Construction Plan. Each plan is presented to the Board of Trustees for approval following review and discussion with the each College Executive Team and constituent groups. These plans are based upon the Facilities Master Plans that were updated for the campus in 2014 and 2015.

Analysis and Evaluation

The College meets the standard. The College provides appropriate space and constantly evaluates needs to ensure programs and services are provided. The Division of Academic Affairs shares course scheduling and information related to space availability. The campus operation is the responsibility of the Vice President of Administrative Services (VPAS) who coordinates, prioritizes, funds, and makes decisions under the direction of the College President and in collaboration with multiple District Office services. The District works with the College to plan and evaluate the effective utilization of the facilities on each campus. The Facilities Master Plan provides guidance in utilizing physical resources effectively, and the College has been proactive in adhering to this plan, especially in the last few years. The practical implementation of the Facilities Master Plan (FMP) is essential to the health and
growth of the College as the Educational Master Plan depends to a large extent on the FMP’s implementation (see Quality Focus Essay, Action Plan 2).

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

**Supporting Evidence**

- The Office of the Vice President of Administrative Services (VPAS)
- Construction notice correspondence
- Campus construction notices
- Facilities and Safety Committee
- Disability Support Program & Services
- METAS
- SJCC Facilities Master Plan

### III.B.4 Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

The District commissioned an update to the Educational Master Plan and the Facilities Master Plan in 2014-2015 to inform the long range capital plans for the District. The culmination of this effort was the plans adopted by the Board of Trustees in January 12, 2016. The work of the College provided detailed information on current programs, program growth projections, and facility improvement goals for the campus programs and services. Additionally, the Vision 2030 plans include an estimate of the total cost of ownership for the proposed facilities. The District Facilities and Planning Department used this information to calculate and present to the Board of Trustees the impact of TCO for all existing facilities within the District and projects currently under construction. The District is currently calculating the total cost of ownership for facilities at $7.11 per square foot of physical space.

The District currently covers the costs of utilities, maintenance, custodial, and grounds in the current budget model. Capital renewal costs and first cost of construction over 75 years are not covered under the current budget model. The District has relied upon local bond measures for these additional costs and will continue discussions on funding these items if local bond dollars are not available to the District. The efforts conducted to develop an update a more robust Resource Allocation Model should take the Total Cost of Ownership under consideration to ensure the College maximizes the life span of the infrastructure and that sufficient funds are in place to perform preventive maintenance, acquire supplies, and properly staff custodial and grounds to maintain the enhanced footprint on the campus.

**Analysis and Evaluation**

The College meets the standard. The Facilities Master plan gives the College a blueprint for planning out the future. A multi-hundred-million bond measure is being planned for fall
2016, and if this passes it will enable further implementation of the Facilities Master Plan (see Quality Focus Essay, Action Plan 2). The College physical resources have benefited tremendously from the additional campus development projects funded with bond dollars. Additionally the Vision 2030 plans include an estimate of the total cost of ownership for the proposed facilities. The District currently covers the costs of utilities, maintenance, custodial, and grounds in the current budget model.

Efforts to incorporate the total cost of ownership into the operational budgets of the institution are in place. The District and College currently cover the costs of ownership for maintenance, custodial, grounds, and utilities from yearly the budget. Reliance upon voter approved bond measures for first costs and capitol renewal outside of bond funds needs further discussion, clarification, and understanding across the District. The College believes that a total cost of ownership analysis is needed to confirm that the College has the proper staffing in areas of custodial, grounds, and core maintenance functions. In addition, as the College brings online the new Physical Education and Kinesiology building and the Milpitas College Extension online, the College staffing needs to include the proper staffing to service those new areas from day one.

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

**Supporting Evidence**

- SJCC Educational Master Plan
- SJCC Facilities Master Plan
- Total cost of ownership
- Local bond measures
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Standard III.C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College provides local technical support to Staff, Faculty and different departments through the Campus Technology Support and Services department (CTSS) department lead by a Supervisor who reports to the Vice President of Administrative Services (VPAS). Additionally, network, infrastructure, and core applications are supported by the District Information Technology Services and Support (ITSS). ITSS is headed by the Vice Chancellor of Information Technology and Chief Information Systems Officer (CISO), and is located at the District Office. Although no reporting relationships exist between CTSS and ITSS, there are defined complementary roles and responsibilities for each unit as shown in the District Delineation of Functions Map 2016-2017.

Campus Technology Support and Services

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

CTSS supports students by:
- Maintaining technology in the classrooms and computer labs throughout the College
- Enabling and supporting instructors
- Supporting labs and student computers throughout the College

CTSS supports faculty and staff by:
- Assisting with equipment purchase/repairs/installation and support
- Support office workstations, printers and network connectivity
- Installing approved software
- Assisting with audio visual equipment for special events
- Support audio visual in classrooms and conference rooms
- Assisting with software and technology compatibility upgrades
- Assisting with all technology related issues

The department consists of a supervisor, three technicians, and a systems administrator who take technology requests via telephone, email, and requests routed through the ITSS Help Desk.

Online work request forms are available for:
- Software requests
- Equipment requests
- E-mail-blast requests
- Record/duplicate requests
- Repair/work requests
- Video Conference requests

In order to expedite some tasks, the CTSS department has recently acquired new software, **PDQ Deploy**, which will enable all workstations on campus to be updated automatically and remotely by third party software applications (Flash, Java, etc.), as well as Microsoft Windows Updates.

CTSS completes software installation requests, equipment requests, repair or work requests, video conference requests, and web pages. The department, in conjunction with the District ITSS Help Desk, uses a work order system to address the technical needs of the College.

The work order process is as follows:

1. **Work orders** are submitted via telephone (ITSS Help Desk) or a web form, which is first sent to the District’s ITSS Help Desk, who assigns the work order to a specific technician at the College.
2. When the work has been completed, another **notice** is sent to the user.
3. Finally, the user is asked to fill out a **Track-It! survey** about the effectiveness of the process and the work done.
4. ITSS and CTSS close the loop by aggregating the survey data in several ways:
   a. **Monthly Average for SJCC, EVC, and ITSS**
   b. **Monthly Average by College**
   c. **ITSS Work Order Trends by Type**
   d. **ITSS Work Order Trends by Month**

A four-year computer replacement plan is specified in the College Master Technology Plan (page 16). This plan is echoed by the District ITSS Department in the District Strategic Information Technology Plan 2014 that states, “The district aspires to replace personal computer technology on a four or five year cycle and subsequently has begun to purchase warranties that will cover it for the useful life of the product.”

Many online self-services are provided for both students and employees via the College’s web-based, self-service portal **MyWeb Information Center**. Via the MyWeb portal, **students** are able to register, drop, and pay for classes; buy a parking permit; view grades; request transcripts; complete an educational plan; apply for financial aid; view and accept/reject financial aid awards; and obtain tax documents.

**Faculty use MyWeb** to review rosters, complete their census drops, view their class schedule, perform instructor-initiated drops, search for sections, and issue grades. Both faculty and **staff use the system** to view their leave plan summary, pay advices, total compensation, and position summary, and to obtain parking permits and W-2s. **Advisors use MyWeb** in order to view their advisees, search for sections, keep a “to do” list, and manage their Retention Case Reminder preferences.
District ITSS is responsible for the following District hardware and software technologies to support operational functions, academic programs, teaching and learning, and support services throughout the District: Ellucian Colleague (Student, Human Resources, Finance, Core), WebAdvisor (MyWeb), Colleague UI (WebUI), Colleague Self-Service (Student Planning), Colleague Reporting and Operational Analytics (CROA), SharePoint Platform (Websites), Microsoft SQL and Oracle Databases, Learning Management System (Moodle/Canvas), Library Platform (Sierra), Microsoft Exchange, Office 365, CCCApply, Wide Area Networks, Local Area Networks, Wireless Networks, Virtual Private Network (VPN), Firewalls, Sophos, Telephones, Faxes, Voice Mail, File storage, Backup, VMWare and Host Servers, Emergency communications (EVERBRIDGE/Rave), District employee computers/software/printers/copiers and District Audio-Visual (AV). CTSS is responsible for ensuring that College users can utilize District wide and College IT resources and for supporting local technology resources.

The ITSS Help Desk provides technical support for students, faculty, staff and administrators from all locations. Users may call or email the Help Desk to receive assistance for supported technologies, and a service ticket is created within the help desk software, Track-It. Students may request technical support for the Learning Management System (Moodle/Canvas) and MyWeb (class registration, etc.). Employees may request technical support for computers, software, printers, phones, wireless, Audio-Visual, WebUI, MyWeb, LMS, Office 365 and other technologies. If the Help Desk technicians are not able to resolve an issue, the request is assigned to the appropriate ITSS or CTSS staff member at the College, Workforce Institute, or District Office. Track-It automatically emails the service ticket to the assigned support staff and to the requestor. After the service request is resolved, a satisfaction survey is automatically emailed to the requestor. The ITSS Help Desk hours of operation are 7:00 a.m. to 5:30 p.m. on weekdays. During the first two weeks of fall and spring terms, the Help Desk is open until 7:00 p.m.

In accordance with the 2012-2017 District Strategic Information Technology Plan and with the Measure G-2010 Bond Program, ITSS has worked with contractors and consultants to implement new or upgrade existing IT infrastructure, replace hardware and update software for District wide systems. Some examples of critical IT facilities projects approved with direction of the College included UPS power replacements, an overall network infrastructure upgrade, backup and storage upgrade, and the installation of backup generators for powering critical systems in the case of a PG&E power outage. The College also communicates with a new Data Center housed at the District where the following core applications reside: Enterprise Resource Planning (ERP) system, Ellucian Colleague environments (Production, Test and Development), WebAdvisor (MyWeb), CROA Reporting Services, Exchange email, SharePoint Websites, Library servers, file servers, application servers, tape backup systems, infrastructure servers and networking equipment. The new MDF at EVC will serve as a Disaster Recovery site for the ERP system. The ERP hardware was upgraded and the ERP database was migrated from Oracle to Microsoft SQL. The library platform was upgraded to new hardware and software. Microsoft Exchange hardware and software were upgraded to Office 365 in the cloud. These IT resources are accessed online by students,
Campus Processes and Committees

The College gathers information about technology needs to support students, faculty, and staff via the Program Review process. The Program Review process is performed regularly and allows for the consistent monitoring and planning of campus technology needs and support for academic programs, teaching and learning needs, and student support services. Once needs are identified and requested via Program Review, the College Finance Committee requests funds from the College.

The Distance Education Committee (DEC) supports academic programs and teaching and learning by developing policies and promoting practices that contribute to the quality and growth of distance education at the College. The Distance Education Coordinator, who chairs the DEC, is instrumental in acting as a liaison between the College and the District by making recommendations to the Academic Senate on matters relating to Distance Education, including technological and training needs, and regularly meeting with various decision-makers at the College and District levels in order to secure both technological resources and paid training for the College faculty and staff. For example, the DE Coordinator and the District CISO met to ensure paid training for Canvas sessions that the President's Office paid for. Likewise, ITSS is alerted when technical support is needed for compliance or success of DE teaching and learning with regards to such things like student authentication, plug-ins installed in the learning management system. The DE committee supports student success by making recommendations to the Academic Senate, the College Advisory Council, and to College President regarding: Curriculum and instruction, evaluation and assessment, course design, accessibility, technology, infrastructure, and academic support services that affect all modes of distance education course delivery.

- Accreditation compliance.
- Ongoing faculty development and training in the areas of pedagogy and technology
- Online student support and training. (DE Committee Mission Statement)

The College has been using Moodle for its Course Management System but will be transitioning to Canvas. The DE Committee recommended this change to the Academic Senate who subsequently approved it. The DE Coordinator provides training sessions in Moodle and Canvas to faculty who teach online or who plan to teach online. In order to ensure a smooth transition, both Moodle and Canvas will be available to faculty from summer 2016 through spring 2017. In summer 2017, the conversion to Canvas will be complete.

In the District’s 2013 redesign process, the College identified a need for an administrative position that could include distance education as part of its oversight responsibilities. The
Dean of the Library, Learning Resources and Distance Education position was then created and was posted on October 9, 2015. The position has been filled and the new Dean will begin July 1, 2016.

In 2011, the Student Learning Outcomes and Assessment Committee recommended to the College that a system be purchased in order to maintain SLO assessment reports. TracDat, a web-based planning and assessment tool “that helps institutions organize, align, document, report, and take effective actions for improvement, was selected to support faculty members, administrators and academic programs at the College.

The Campus Technology Committee reviews, evaluates, and recommends strategies, plans, policies, procedures and standards for instructional and administrative technology to the District Technology Committee and the College Finance Committee. The Committee provides input into budgetary decisions by establishing priorities and by reviewing and recommending standards for implementation, maintenance, and upgrading of technologies that affect instruction and general infrastructure.

In addition, the committee’s responsibilities are to:

- Seek input from constituency groups, and the College regarding technology requirements, concerns and issues.
- Develop a Technology Plan that addresses current requirements and issues, advances new technologies to facilitate educational processes and streamline administrative services aligned with the College Mission and Strategic Plan.
- Identify technology training for faculty and staff and promote the use of technology to support student success.
- Prioritize the allocations of resources in accordance with the Technology and Educational Master Plans and Program Reviews to promote technology use by all constituent groups.
- In collaboration with ITSS, provide input for network infrastructure and administrative computing to District Technology Committee.
- Prioritize campus technology needs and recommend those priorities to the President and District Office through College Advisory Committee.

The CTC members represent the College on the District Technology Planning Group. While the District Technology Master Plan is valid until 2017, the SJCC Master Technology Plan (2011-2015) needs to be updated. One of the major items for the District Technology Planning Group in 2016 was discussion for updating the District and College Technology Plans. The planning group, which consists of members from each technology committee, recommended and received support for pursuing a District wide Request for Proposal (RFP) to develop new technology plans for each site. The proposals were received on May 24, 2016 and the RFP evaluation committee (college employees from planning group) reviewed the plans in June and selected a finalist. The Board approved the award of the contract at their July 12, 2016 meeting. The District wide technology planning process will begin in August with a goal of completion in December 2016.
Library Information System

Through its Library and Resource Center, the College offers professional services and facilities to support academic programs, teaching and learning. The SJCC Technology Master Plan (page 11) states “Library and learning support services will be available for all SJCC students, regardless of location.” The Library’s primary information system is the Millennium Integrated Library System (ILS) by Innovative Interfaces Inc. of Emeryville, California.

The following Millennium modules have been implemented: Acquisitions, Cataloging, Circulation, Circulation Course Reserves, Circulation e-mail notices, and Serials.

Additional products acquired from Innovation Interfaces Inc. include:

- Advanced Keyword Searching
- Authority Control
- Automatic Authority Processing
- Content Cafe
- File Transfer Software
- INNView LC Authority access
- Inventory Control
- OCLC Interface VIA the network
- Web Reports, Web Access Management (WAM), Web Management Reports
- WebOPAC, Export bibliographies, Refresher
- WebPAC PRO
- Encore by Innovative Interfaces Inc. (E33)

The District updated its version of Millennium from 2009b 1.4 to the most recent version (Sierra) in the 2013-2014 academic year.

Web Presence

Currently, stakeholder employees are responsible for updating committee, department, and division web pages. Most Student Services are accessible via the web: Admissions and Records, Enrollment, Financial Aid, and Advising. There are also web-based orientations and videos.

Spring 2016 Technology Survey

During the process of preparing for the Self-Study, a survey was developed to elicit feedback from the College employees and students regarding the College's technology resources.

Analysis and Evaluation

The College meets the standard. The District and College provide appropriate and adequate technologies to support the various academic, administrative, communications, and research needs throughout the District and meets the standard. The District IT Managers from ITSS,
the VPAS, and CTSS meet on a monthly basis in order to facilitate planning, implementation and evaluation of college and district technology services and support. While the College meets this standard, improvement is needed to maximize effectiveness with respect to a fully interactive web presence and an online infrastructure that is present and ready for future needs and advancement. With the creation of the new Dean of the Library, Learning Resources, and Distance Education position, the College is ensuring that the technology platform for distance education courses and programs will be reliable and sustainable. The current Integrated Planning process and campus committee structure is sufficient to identify needs and make decisions about technology services, hardware, software, and facilities. Further coordination and support from Fiscal Services has been discussed to ensure the procurement of equipment and services is streamlined. Additionally, it is important to foster a system of accountability with an effective inventory management system. With the proliferation of mobile devices and special conditions from bond, categorical and grants, it is important to expeditiously know where hardware is and to whom it is assigned.

In 2011-12, the District leadership evaluated the vacancies and staffing needs for ITSS and CTSS. Given the need to have a Chief Information Systems Officer (vacant) and given the number of high level projects that were underway or scheduled through the Measure G-2010 Bond program (e.g., Network Infrastructure Upgrades, ERP Conversion, MDF Relocation), the District prioritized and completed the hiring of a Network Technology Manager, Vice Chancellor of Information Technology and CISO, and a SharePoint Developer/Administrator. The District leadership redesigned the ITSS organization chart to include more training support, network support and network security support in the future. In addition, the District leadership drew attention to the need for the College and District office to use common standards for technology infrastructure and towards that end, included a dotted line in the Redesign organization chart between the Vice Chancellor of IT and Vice Presidents of Administrative Services.

The staffing of ITSS has improved based on the Redesign Plan over the past several years. However, additional staffing in CTSS, including a specialist in Audio Visual Systems would help the department provide better support to students, faculty, staff, and users of the facilities.

To facilitate using common standards for technology infrastructures at the College and District, the IT managers from the College, the VPAS, and District Office meet on a monthly basis. This meeting also serves as a forum to discuss technology issues, services, support, plans, projects, policies, etc., and to facilitate communication between all locations. The meeting agendas, notes and resources are kept on an Office365 SharePoint site that is accessible by the District IT Management Team.

The District Help Desk recorded an average of 1,469 service requests per month from June 1, 2015 to May 31, 2016, (17,633 total). The highest ranking request type was with MyWeb (26.8%), followed by Office 365 (11.2%), Reprographics (7.4%), Remote-Learner (Moodle) (6.0%), General inquiry (4.8%), Network/Server (4.0%), Email (3.9%), PC software (3.7%), Printers/scanners (3.2%), PC hardware (3.0%), Password (2.9%), Web UI (2.5%), Uncategorized (2.4%), Equipment repair (2.0%), Telephone (1.9%), Other (14.4%). Last
year, MyWeb was higher at 32.9%; however, that was due in part to not supporting Office 365 or including Reprographics in the Help Desk system. The months with the greatest number of requests occurred during August/September and January/February as the new terms are about to begin. The Help Desk stays open for 1.5 additional hours during the first 2 weeks of the fall/spring semester.

With the increase of technologies that are supported and counted in the Help Desk system (e.g., Office 365, Reprographics, CROA Reports, etc.), the number of service requests increased by 2,688 (224 per month) compared to the previous year, (6/1/14 to 5/31/15). After each service request is completed, Track-It automatically emails a five-question satisfaction survey regarding the support staff’s pertinent knowledge, courtesy, information provided, problem resolution and the user’s overall experience. The satisfaction results are consistently high on a scale from 0 to 4 where 0 is not applicable, 1 is very dissatisfied and 4 is very satisfied. The annual average response to the satisfaction surveys for ITSS and CTSS staff combined was 3.92 (out of 4) for 6/1/15 to 5/31/16, 3.94 for 6/1/14 to 5/31/15 and 3.91 for 6/1/13 to 5/31/14. Also, until recently, due to technical reasons, the satisfaction survey was limited to respondents who were on the campus network. This limitation was recently changed by providing users the option to select an external survey link if they were not on the campus network. The Help Desk is working on upgrading Track-It and using more its self-service features for users to get immediate support. The Help Desk also has plans to incorporate chat communications into the new call manager when the VOIP system is updated. Since a lot of the calls are related to password resets, the Systems staff are working on a self-service password reset for Windows user accounts and for moving the MyWeb user accounts to Windows Active Directory.

The new Data Center and MDF were two major IT facility projects that were completed out of necessity. The new Data Center was necessary to replace the old Data Center that was at the old District Office next to Evergreen Valley College. The old District Office is no longer occupied as of January 2015 and will eventually be demolished. The new Data Center was built at the new District Office in proximity of the ITSS staff. The new Data Center houses the ERP and other critical systems. The Data Center is physically secure requiring entry through a workroom with key locks and doors with electronic locks. The entrance pathways to the doors of the Data Center have security cameras recording all activity.

Six major hardware and software systems used district-wide were upgraded or replaced over the past five years to ensure they were appropriate and adequate to meet the academic, operational, research and support service needs of the District: (a) Learning Management System (Moodle), (b) Library Platform (Sierra), (c) Microsoft SharePoint (District/College websites), (d) Microsoft Exchange (email), (e) Ellucian Colleague (ERP), and (f) the Reporting Portal. These hardware and software systems are described in the next six sections.

Learning Management System (Moodle)

From 2009 to 2012, the LMS (Moodle) was hosted on site and maintained by ITSS. The number of online/hybrid and enhanced classes in Moodle increased over the years but the number of technical staff decreased. In response, a strategic decision was made in 2012 to
find a third party vendor to host Moodle and maintain the system updates. After reviewing the options, Remote-Learner was selected for the best value and service. They provide a 99.9 percent up time warranty and schedule maintenance updates in advance to reduce interruptions of teaching and learning. Remote-Learner supports the incorporation of third party plugins such as Turnitin (plagiarism check), Cengage (textbook vendor), NetTutor (tutoring), etc. Remote-Learner hosting of Moodle has been a stable and reliable platform for students and faculty. However, in seeking continuous improvement, the District is planning to migrate to Canvas – through the California Community College Online Education Initiative (OEI) – beginning summer 2016. This was a faculty led decision that was approved by the Academic Senates at the College.

*Library Platform (Sierra)*

In 2012, it was clear that the library system hardware was due for replacement in order to maintain adequate support. The library staff decided to update the current system from Innovative Technologies with the latest hardware and software. The PO was issued for a new system and a five-year service agreement, beginning in 2013. ITSS supports the system and the user accounts, both students and faculty, log in to access the library database subscriptions.

*Microsoft SharePoint (District/College websites)*

From 2013 to 2014 a major upgrade to the College and District websites was undertaken in order to establish a common look and feel. The new websites are built on the Microsoft SharePoint Platform. SharePoint enables content owners to keep their content up to date. The site owners meet by phone on a weekly basis and discuss the needs and plans for maintaining the websites, provide training and addressing issues. Content owners maintain the content for their departments or functional areas.

*Microsoft Exchange (email)*

For many years the District has used Microsoft Exchange for employee email accounts. However, as the servers and storage aged and the number of email accounts and messages increased, the amount of email storage per user account was no longer adequate. To address this, the District made a strategic decision to migrate all employee accounts to Office 365. There were many benefits to this migration: the amount of email storage per user became practically unlimited, the cost of Office 365 was already covered with the existing Microsoft Campus Agreement; it did not require the purchase of additional hardware; it enabled faculty and staff to install Office on up to five home devices for no additional cost; and offered new online applications such as OneNote, OneDrive, Sites, Groups. Office 365 has been a significant improvement over Exchange and the overall satisfaction with email is reflected in the SJCC Technology Survey for Faculty, Classified Staff and Administrators (spring 2016) with 91 percent of the respondents selecting satisfied or higher.
**Ellucian Colleague ERP**

The Ellucian Colleague hardware and software was overdue for an upgrade. The hardware was no longer supported by the hardware vendor and no longer compatible with major Colleague software releases (e.g., HP-UX, Unidata). This project was funded by Measure G-2010 Bond funds; it began in 2014 and was completed in early 2016. It was a major project to replace all of the ERP hardware, implement a disaster recovery system, migrate the database from Oracle to Microsoft SQL and upgrade the ERP software. The ERP system supports Student Registration, Admissions, Financial Aid, Student Services, Finance, Payroll, Human Resources, Self-Service, MyWeb, Research, etc. It is a foundational system that impacts most all aspects of the District and College functions.

**Reporting Portal**

The District’s reporting portal was installed over eight years ago and was a home grown Oracle based system developed by consultants and used by several community college Districts in California. The system worked well after it was first installed but was not properly maintained over the years. As a result, some of the reports were not accurate. In 2014, the District began implementing the Ellucian CROA (Colleague Reporting and Operating Analytics) reporting system. The District also hired a company to build a data warehouse and provide specialized student enrollment reports. This reporting system requires additional hardware for an ODS database (Operational Data Store) and Business Objects server. The IT infrastructure is maintained by ITSS, the longitudinal reports are primarily maintained by IESS (Institutional Effectiveness Service and Support) and the transactional reports are primarily maintained by ITSS.

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

**Supporting Evidence**

- SJCC CTSS web page
- Delineation of Functions Map 2016-2017
- District ITSS web page
- District Help Desk web page
- SJECCD Strategic Information Technology Plan
- Measure G-2004 and Measure G-2010 Bond website
- PDQ Deploy
- CTSS Work Order
- ITSS Work Order Notification
- ITSS Track-It Survey
- Report - Service tickets
- Report - Monthly Averages
- Report - Help Desk Trends by Type
- ITSS Work Order Trends by Month
- SJCC Master Technology Plan
III.C.2 *The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

**Evidence of Meeting the Standard**

The College, through its [Program Review and Strategic Planning processes](#), ensures that its technical infrastructure is current, sustainable, and secure, and that those needs are prioritized taking into account the continuous evaluation of programs and services, including distance education.
The SJECCD Strategic Information Technology Plan was approved in October 2012. It is a five-year, District wide technology plan that is aligned with the mission, vision, and strategic initiatives of the District. This plan addresses technology needs according to the following five components of information systems architecture: Network Infrastructure, Hardware Platform Infrastructure, Data and Document Infrastructure, System and Application Software, and Organizational Structure. It is also a tactical plan that lists a set of strategic initiatives and/or projects for each of the five components of the information system architecture. The 2012 plan included 40 Strategic Initiatives. The plan was updated in June 2014, and the total number of Strategic Initiatives increased to 54, although some of these initiatives were completed by this time. In late 2014, the list of strategic initiatives was expanded to include one or more projects that were planned or underway for each initiative. Additional columns were added to include a Project Description, Priority, Start date, End date, and Status, and to show how each project was aligned to District Strategic Priorities, Global Ends Statements, and Accreditation Standards.

The tactical part of the strategic plan is also referred to as the Technology Master Plan Project List. The project list is maintained on an Office 365 SharePoint site that is referenced by the District Technology Planning Group and by the District IT Management Team on a regular basis. The charge of the District Technology Planning Group (DTPG) is to provide advisory guidance to ensure that the District Technology Plan is in alignment with the District Strategic Goals and College Technology Plans. The DTPG receives input from a broad constituency of groups across the District. Members have significant working knowledge of College and District functions that rely upon information technology resources, services and support. The group’s membership includes the representatives from both District colleges and the Workforce Institute, which include IT managers, Campus Technology Chairs, faculty, classified staff, and students. According to the meeting minutes of May 15, 2015, the College has eight seats in this group.

The charge of the District IT Management Team is to communicate and collaborate regarding District IT projects, policies, standards and processes. The District IT Management Team consists of all of the district wide managers and supervisors responsible for operations and staff in ITSS or CTSS. The Technology Master Plan Project List is updated on an ongoing basis. Furthermore, each year the CISO provides a District Technology Plan Annual Report to the Board of Trustees.

Driven by the 2012 SJECCD Strategic Information Technology Plan, many technology projects were completed to ensure that the quality and capacity of the technological infrastructure is adequate to support the mission, operations, programs, and services of the District. A listing of all of the technology plan projects with their respective alignments to Standard III.C is provided on the District Technology Planning Group site. As of May 2016, there were 68 projects aligned to Standard III.C2, of which 39 were complete, 25 in progress, and four waiting to restart. A sampling of completed projects that had a significant impact on the quality and capacity of the technology infrastructure to support the mission, operations, programs, and services of the district includes: new online application for students (CCCApply), Office 365 for employees, outsource printing for offices and student labs.
One of the largest projects undertaken to improve the quality of the technology infrastructure was for the upgrade of the District Office and College networks. This upgrade was funded by the Measure G 2010 Bond Program Bond projects: SJCC #31702. The scope of the network upgrade projects at SJCC Bond List Revision #18 was the following:

*Develop a robust, scalable, secure wired and wireless network infrastructure to support high volume network access by all constituents for learning, instruction, operations, research, communications, facilities, security and future growth throughout the campus in support of the college mission. This project will include the replacement and expansion of all network switches, routers, firewalls, uninterruptible power supplies and wireless access points throughout the campus. It also includes installing new fiber and copper data cabling and refurbishing many wiring closets to include adequate electrical power, security and cooling*

Campus Technology Support and Services

At the College level, individual programs, divisions, departments and other units identify technological needs via the Program Review process. The deans or supervisors of the various units request funding via the Finance Committee once the Program Review Committee validates Program Reviews.

The College has put aside a sizeable amount of bond funds to support the equipment replacement plan. Additionally, we have used State block funding for Instructional Equipment to equip and furnish classrooms and different areas on campus. During summer and fall 2016, the College will be replacing approximately 20% of the computers on campus, including many Computer Information System labs and those machines in the Learning Resource Center. Additionally, the College plans to install eight multi-function printers in different locations of campus for student printing. Users will be able to retrieve and print any of their jobs at any location.

The SJCC Master Technology Plan recommends a four-year replacement cycle, but replacements can occur whenever a computer or other piece of technology malfunctions or breaks. The College CTSS Department continuously monitors technology resources across campus and makes recommendations to the District ITSS Department when necessary. The College CTSS completes installations, but larger-scale implementations are contracted out to Dasher Technologies, an infrastructure consulting company.

The SJCC Master Technology Plan was designed to define the standards of technology planning at the College. Outcome 4c of the Plan outlines the way in which technology acquisitions, maintenance, upgrades, or replacements must meet institutional needs, including learning, teaching, college-wide communications, research, and operational/management systems. (III.C.2.9)
One of the Guiding Philosophies of the Technology Master Plan is "Keeping Up-to-Date and Forward-Looking:\" San José City College will embrace and harmonize new technology and innovation to fit the needs and facility of the campus and users\".

Analysis and Evaluation

The College meets the standard. Both the College’s Technology Master Plan and the District’s Tactical Plan specify a replacement cycle of four to five years. In the spring 2016 Employee Technology Survey, 58.5 percent of respondents indicated that their computer was one to six years old, while 31.25 percent were not sure of the age of their computers. When asked how satisfied they were with the College’s student computer lab facilities, 81.1 percent of respondents said that they were “satisfied” to “very satisfied.” Finally, in the same survey, 70.6 percent replied that they were satisfied with the technological resources the College currently has.

The District Technology Planning Group was initiated in 2014 through the District Council. It is a remake of the District Technology Leadership Group that met from 2009 through 2012. The District Technology Planning Group consists of members from each constituent group and reports to the District Council. The first meeting was held in April 2015 and the group meets every month during the academic year. The charge of the District Technology Planning Group is to provide “advisory guidance to ensure that the District Technology Plan is in alignment with the District Strategic Goals and College Technology Plans.” The Charter includes advisory guidance to align the District Technology Plan, prioritizing district-wide projects, reviewing progress reports and providing advisory guidance for technology projects and planning issues as requested. So far, the planning group agenda items have included the District/College technology plans, EDUCAUSE technology trends, college technology committee reports, district-wide IT projects, technology plan annual report, Online Education Initiative and Canvas, technology plan project priorities, district/college technology plan RFP, Computer and Network Use policy and procedure update, project prioritization process, demonstrations, updates and a self-evaluation. The self-evaluation showed that members thought the agenda items were consistent with the charge of the committee (73% Excellent, 27% Adequate), the committee’s work was forwarding the charge (55% Excellent, 45% Adequate), the overall quality of outcomes (55% Excellent, 45% Adequate), voice in District governance (55% Excellent, 45% Adequate), receiving important information from District (55% Excellent, 45% Adequate). Some comments for improvements included getting more participation and more feedback from college committees. The group will work on using and evaluating a new process for prioritizing projects as discussed at the last two meetings.

One of the major items for the District Technology Planning Group in 2016 was discussion for updating the District and College Technology Plans. The group recommended and received support for pursuing a District-wide Request for Proposal (RFP), “San José-Evergreen Community College District (SJECCD) is seeking proposals from qualified vendors for IT Strategic Planning services to develop IT Strategic Plans for San José City College that will also take consideration for integration with Evergreen Valley College and the District office. The goal is to develop three IT Strategic Technology Plans (5-year) that are individualized for each location and integrated in support of common district-wide
technology initiatives, priorities and projects. The technology plans will incorporate a common format that includes Strategic Goals and an “Action Plan” section to list projects and project attributes. The Action Plan will be reviewed and revised on an annual basis. The IT Strategic Plans will reflect the mission, vision, values and organizational planning documents (e.g., Educational Master Plan, Strategic Plan, etc.) from their respective locations.” The proposals were received on May 24, 2016 and the RFP evaluation committee (college employees from planning group) reviewed the proposals in June. The Board of Trustees approved the award of a contract on July 12, 2016 beginning the onsite planning process in August and targeting completion of the plans in December 2016.

The five sample projects from the Technology Plan listed above were completed in response to various priorities from the state level to local. The California Community College Chancellor’s Office (CCCO) required open CCCApply. It includes a new CCCID that is assigned to every student and will be used by the CCCCO for various purposes including research and required for the CCCCO Student Success and Support (SSSP) initiatives. ITSS also used this opportunity to improve the application import process. Online student planning is a major component of SSSP, and the Ellucian Student Planning module was introduced in 2014. This module allows students and counselors to select an academic program, plan out courses by semester and monitor progress towards completion. It is accessible online but the new system can be slow. ITSS is working with Ellucian to improve its performance. With the upgrade of the ERP system, the desktop client had to be replaced with the Web UI. This was rolled out to all Colleague users and training sessions and resources were provided. This project also required installing a browser plugin (Silverlight) and ITSS and CTSS supported users for the upgrade. Wireless access was upgraded in key areas for SJCC during spring 2015. This was done ahead of the campus wide upgrades to help alleviate the technical limitations of the former wireless system. The College’s wired network infrastructure was upgraded during the 2015-2016 academic year.

The Measure G-2010 Bond Program included network critical infrastructure projects. As mentioned above, the goal is to, “Develop a robust, scalable, secure wired and wireless network infrastructure to support high volume network access by all constituents…” Under the leadership of CampusWorks in 2013-14, the District took a “best of breed” approach to seeking the best technologies for firewalls, network switches and wireless access. An RFP was issued and a cross constituent RFP committee was formed to work with Purchasing to select an integrator’s network infrastructure solution that is standardized across all locations throughout the District. A vendor was selected in September 2014 and the network implementation started with the new District Office given that there was no network in place and the move to the new District Office was scheduled for December 2014. The next location to be upgraded was San José City College. It started with a small wireless project for the library and student services areas given the expressed needs for better wireless access. The major project got underway in June 2015 and went through January 2016. The College was chosen before Evergreen Valley College because its fiber network cabling was in place and the College was ready. The College is working on expanding security and wireless coverage per the final phase of the network infrastructure upgrade for SJCC. The new network equipment replaces aging network equipment that was end-of-life and nearing end-of-support. The new network design provides more network bandwidth for wired and wireless
access and provides students with the same level of network bandwidth as employees. It also provides more wireless coverage than before. This is a significant improvement to the former network design and capabilities. According to the SJCC Student and Employee Technology Surveys (spring 2016), faculty, staff and students are largely satisfied with the wireless access and coverage.

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

**Supporting Evidence**

SJCC Program Review Process
SJECCE Strategic Information Technology Plan (Updated June, 2014)
SJECCE Strategic Information Technology Plan (October 2012)
District Technology Planning Group Charge and Composition
District Technology Plan Annual Report to the Board of Trustees (2015)
District Technology Plan Projects by Accreditation Standards Measure G-2010 Bond Program: Bond List Revision No. 18
SJCC Technology Master Plan
SJCC Technology Master Plan Page 16
SJCC Technology Master Plan Page 7
SJCC Employee Technology Survey Spring 2016
RFP Scope for IT Plan
SJCC Student Technology Survey Spring 2016
District Technology Planning Group Self-Evaluation
District Technology Planning Group Meeting Minutes May 15, 2015
SJCC Admissions and Records
OpenCCC
SJCC Employee Technology Survey Spring 2016 – Page 2
SJCC Employee Technology Survey Spring 2016 – Page 18
SJCC Employee Technology Survey Spring 2016 – Page 24
Admissions and Records Annual Program Review 2014-15
Chemistry Annual Program Review 2014-15
ESL Annual Program Review 2014-15
District Technology Planning Group Meeting Minutes April 2015
Measure G-2010 Project Information
III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College's Campus Technology Support and Services (CTSS) department, in conjunction with the District's Information Technology Services and Support (ITSS) department, provides for the management, maintenance, and operation of its technological infrastructure, and provides systems for reliability and emergency backup.

Technology resources are used throughout the District at all locations to support courses, programs, and services. ITSS and CTSS work to implement and maintain reliable access, safety, and security for the use of technology resources. The primary District wide technology resources for which reliable access and security is required are Microsoft Windows, WebAdvisor (MyWeb), Colleague WebUI, Office 365, College/District Websites, Moodle, CCCApply, VOIP phones, Internet access, Local Area Network access and Wireless access. The primary District wide systems for safety include the EVERBRIDGE emergency notification, classroom speakerphones, emergency blue phones, security cameras, and police radio dispatch.

The following table illustrates how reliable access and reliable security are provided for the primary district wide technology resources:

<table>
<thead>
<tr>
<th>Technology Resource</th>
<th>Reliable Access</th>
<th>Reliable Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Windows – Active Directory (AD) User Account</td>
<td>Multiple Windows Domain Controllers (DCs) are installed throughout the District network to provide redundancy in case of a DC failure.</td>
<td>Employees are required to change their password every three months – the password has to be complex and cannot be repeated.</td>
</tr>
<tr>
<td>WebAdvisor (MyWeb)</td>
<td>After the ERP upgrade, implemented new WebAdvisor servers in VMWare environment that is more reliable and more easily recoverable. UPS system and backup power generator.</td>
<td>Uses Ellucian security to login to MyWeb account.</td>
</tr>
<tr>
<td>Colleague WebUI</td>
<td>After the ERP upgrade, implemented two Colleague WebUI servers (instead of one) for redundancy. Replaced Colleague hardware that is more reliable and more easily recoverable. System is backed up nightly. UPS system and</td>
<td>After the ERP upgrade, changed the user accounts from Unix to Windows and enforce the Windows password reset rules. Eliminated Unix accounts (one less user account to maintain).</td>
</tr>
<tr>
<td>Service</td>
<td>Description</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Office 365</strong></td>
<td>Multiple Office 365 servers in the Microsoft Cloud.</td>
<td>Use Microsoft ADFS to support Microsoft AD user account to authenticate to Office 365 – this is the same Microsoft Windows user account used to access local computer and email.</td>
</tr>
<tr>
<td><strong>SharePoint Websites</strong></td>
<td>Installed three mirrored SharePoint sites for each location within the District to provide redundancy in case of a website failure and to provide extra capacity for a high number of users. Servers are backed up nightly. UPS system and backup power generator.</td>
<td>The public websites are locked down to read only access. ADFS is used for web authors to be able to log in to make changes to the websites.</td>
</tr>
<tr>
<td><strong>Moodle</strong></td>
<td>Hosted by Remote Learner on multiple servers in the cloud. Remote Learner also maintains Moodle software and keeps it up to date. Remote Learner handles data backup and recovery and provides 99.9% uptime on a 24 by 7 basis. [3C.3.1]</td>
<td>Same usernames as WebAdvisor (MyWeb) to make it easier for students.</td>
</tr>
<tr>
<td><strong>Canvas</strong></td>
<td>Hosted by Canvas on redundant servers in the cloud for high reliability of access.</td>
<td>Same usernames as WebAdvisor (MyWeb) to make it easier for students.</td>
</tr>
<tr>
<td><strong>CCCApply</strong></td>
<td>Multiple servers hosted in the cloud and maintained by the California Community College Technology Center. CCCApply handles data backup and recovery.</td>
<td>Students set up secure OpenCCC user accounts. Staff access the CCCApply Control Center using Shibboleth connected to their Microsoft AD user accounts. When AD user account is disabled, access to Control Center is disabled.</td>
</tr>
<tr>
<td><strong>VOIP Phones</strong></td>
<td>Averaged over the years, the access has been very reliable. Over the past year, as the VOIP systems are nearing end of life, reliability has diminished slightly. Plans are underway to upgrade the VOIP systems. UPS</td>
<td>Users have passwords to access their voice mail.</td>
</tr>
</tbody>
</table>
### Internet Access

Internet access is provided through CENIC. In 2014, CENIC installed diverse backup circuits for each location (SJCC, EVC, DO) and this increased the reliability of the access. When a primary circuit fails, the backup circuit is automatically activated and the brief outage goes unnoticed (<1 minute). Implemented new Palo Alto Firewalls to provide security between the College/District networks and the Internet.

### Local Area Network (LAN) access

All of the LANs are planned to be upgraded with new equipment and a new architecture for higher reliability. This has been completed for SJCC. UPS system and backup power generator for MDF. UPSs for IDFs. The new LAN has secure VLANs to protect network access.

### Wireless access

The upgraded wireless system has wider coverage and provides more reliable access. UPSs have also been installed in BDFS and IDFs. The district plans to organize the wireless network into three regions for security purposes: Internal (requires security certificate and authentication – not yet implemented at colleges, implemented at District Office), Open (requires authentication – planning is underway for colleges, not yet implemented as of May 2016) and Guest (requires captive portal – not yet implemented).

The primary District wide systems for safety include the EVERBRIDGE emergency notification, classroom speakerphones, emergency blue phones, security cameras, and police dispatch. EVERBRIDGE is activated by Police Services and sends email and text messages to students and employees. Authorized managers activate classroom speakerphones and send voice announcements to classrooms. Emergency blue phones are located outside buildings and in parking lots for emergency calls to Police Services. Security cameras are used to deter criminal activity, monitor for safety, and capture video for evidence.
At the College, the workstations’ virtual environments are all continuously backed up to a file server via a software program called **Veeam**. Veeam backs up the “My Documents” folder of each computer and maintains this data in case of computer or hard drive failure.

CTSS has acquired an updated remote deployment software (**PDQ Deploy**) to install applications and patches to computers in all locations on campus, including updates to the Windows platform as well as third party applications such as Flash, Java, Adobe Reader. Most classrooms are equipped with a Windows workstation and either a flat-screen TV, a pull down screen, or a ceiling-mounted projector. Access to these computers is password protected with a common user name/password combination that is communicated to all authorized users before the start of the semester.

In all locations where computers are for student use (library, labs, student center), passwords are not required and access is open to all students.

In all areas where technology is implemented, the CTSS unit provides maintenance. If updates, upgrades or repairs are needed, the supervising faculty member, staff, or administrator uses the Help Desk request process to address the issue(s).

When using technological services such as MyWeb, SARS, Moodle (or any other Course Management System (CMS)), students’ personal information is protected by Student ID numbers and passwords, including the user’s ability to change this information for added security.

In all locations, faculty workstations (or workstations connected to the administrative network), computers can only be accessed by an employee user name and password.

**Wireless Network Infrastructure**

The wireless network was recently upgraded with high-density wireless access points installed throughout the campus. Currently, the wireless network is open, not requiring authentication to access it. However, we have acquired new firewall and network security appliances that will allow the College to provide authenticated access to students, staff, and visitors. A Network Use Policy is codified in Administrative Procedure AP3720.

**Mobile Computing Environment**

The District’s Moodle course management system is enabled for access via mobile devices. Mobile applications such as My Moodle by Moodle Pty Ltd (free on the iPad and iPhone/iPod Touch platforms), allow users to download course resources, upload files, view participants, send Moodle messages, work offline with the ability to synchronize the work, and more. Mobile Moodle applications are also under development for the Android platform.

The District supports several systems for user file storage and management:

- Exchange: The public folder function within Exchange has been used fairly extensively to post committee agendas, minutes, and pertinent data files for anyone
with the proper security credentials to review and/or edit. The use of public folders within Exchange has allowed all employees to share access to documents from anywhere. Many District and College committees posted such documents. While many of these folders have gone unused for several years, a few are updated on a regular basis.

- **SharePoint Initiative:** The District Office is in the process of testing and configuring the Microsoft Office 365 SharePoint Portal.
- **Moodle:** The Moodle course management system provides a “My Private Files” area for each individual with a Moodle account, typically all faculty and students. Instructors use Moodle to add an online component to their courses. Some academic departments (for example, English and ESL) use Moodle to communicate pertinent departmental information among faculty and staff in those areas.
- **Student Files:** In addition to Moodle, some limited student file storage is provided to serve a few courses at both Colleges to allow for temporary file storage during a single semester (erased at the end of the semester).
- **File Servers:** Each site has a file server that is used to save an individual user’s “My Documents” folder, accessible only to that user. This is to protect the user’s data against computer failures and provide better accessibility of their data from elsewhere on campus. These file servers also have site-specific departmental and project folders. The departmental folders are used for saving information that needs to be shared among users in the department. The projects folder is for sharing files with many users across multiple departments for a specific purpose, such as a project or committee. The District office file server also has a public folder that is shared District-wide so that a file could easily be shared with the entire District without having to attach it to an email.
- **ImageNow:** The ImageNow document imaging (archiving) solution has been implemented in the admissions and records department.

The distance-learning platform is contracted through a third party ([Remote-Learner](http://www.remotel-earner.com)). Issues of reliability, privacy, security, and disaster recovery for all DE offerings are part of the [contracted agreement](http://www.contractedagreement.com). The District ITSS Department handles all contracted agreements. When the College begins piloting Canvas in **summer 2016**, Instructure will host that platform, so that Instructure handles all security issues as part of an agreement.

**Analysis and Evaluation**

The College meets the standard. In all areas where programs, services, and courses are offered, the College assures reliable access, safety, and security. While the College is assuring reliability, some employees using the hardware and software are not completely satisfied. The [Staff](http://www.staff.com) and [Student](http://www.student.com) Technology Surveys conducted in preparation for this Accreditation Self-Study yielded responses reflecting that hardware and software are not one hundred percent reliable. As far as students in DE classes, 63 percent report using the TurnitIn Software, and 70 percent agree that assignments and due dates are clearly communicated. However, only 29.6 percent of students agreed with the statement “I get the technical support I need in my class.” Conversely, 59.3 percent of DE students agree with the statement “I get the academic support I need in my online class.” The analysis of the
functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

As demonstrated in the table above, the District deploys redundant network and infrastructure technologies to help ensure that resources are always accessible to students, faculty, staff and administrators. This includes data backups, disaster recovery, and backup power generators for the MDFs at SJCC. The strategy is to eliminate single points of failure where possible for high impact technology resources. This strategy has been effective in practically eliminating downtime to accessing the Internet through CENIC given the installation of redundant backup circuits for each site in 2014. Redundancy was deployed in the new wired networks with redundant switches connecting Building Distribution Facilities (BDFs) to redundant switches in the Main Distribution Facility (MDF). The network redundancy has been deployed at SJCC and has increased the reliability of the network. Also, the new Wireless Access Points do not require controllers and this has eliminated a potential point of failure that negatively impacted the previous wireless system. According to the SJCC Technology Survey for Faculty, Classified Staff, and Administrators (Spring 2016), 91 percent of the respondents rate the quality of the wired connections as satisfactory to excellent and 79 percent rate the quality of the service of the wireless connections as satisfactory to excellent.

The District uses external cloud-based vendors for some services and ensures that the contracts address accessibility, backup and recovery. Cloud services seek to provide redundant systems to support business continuity access in case of a major system failure or external disaster.

Like many other districts, SJECDD utilizes a variety of different systems for user authentication. However, ITSS is exploring Identity Management solutions to serve as a single sign on system in the future per the Technology Plan (ID#115). For now, and in preparation for an Identity Management solution, the strategy is to leverage Microsoft Active Directory (AD) user accounts for various services that will include students. For example, after the ERP upgrade, AD user accounts replaced the Colleague Unix user accounts and thus one login system was eliminated. Planning is underway to use AD user accounts for MyWeb. However, this requires completing prerequisite steps: (a) create AD user accounts for all students, and, (b) provide an online self-service password reset for AD accounts. After this is complete, it will pave the way to use AD accounts for MyWeb, LMS, Wireless authentication, Office 365 (students), etc. ITSS is reviewing two-factor authentication options where appropriate.

Police Services has responsibility for sending emergency notifications and ITSS and CTSS work to support their needs for all communications – phone, email, text, public address, and radio. The recently hired Chief of Police is working diligently to update all of the emergency communication systems to ensure that Police Services can communicate effectively and responsively during emergency situations. This includes transitioning the police radio dispatch system to a new digital radio system that is tied with the county.

The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.
III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Through the District and campus level Technology Support and Services departments, the campus Professional Development Center, and the Basic Skills Initiative, the College provides staff and students with appropriate and effective information technology training, which is prioritized through the Program Review process and the Distance Education Committee.

Evidence of Meeting the Standard

The ITSS Help Desk provides technical support for students, faculty, staff, and administrators. Users may call or email the Help Desk to receive help for supported technologies, and a service ticket is created within the help desk software, Track-It. If the Help Desk technicians are not able to resolve an issue, the request is assigned to the appropriate ITSS or CTSS staff member and Track-It automatically emails the service ticket to the assigned support staff and to the requestor. The ITSS Help Desk hours of operation are 7 a.m. to 5:30 p.m. on weekdays. During the first two weeks of fall and spring terms, the Help Desk is open until 7 p.m.

District ITSS provides instruction in the use of District wide technologies through a variety of venues including the Professional Development Days (PDD), on-site workshops (by request) and through instructions provided on MyWeb, Moodle and the District Help Desk website. A new training lab with 16 computers was built on the seventh floor of the new District Office to facilitate on-site and remote instruction. Zoom conferencing software with screen sharing is used regularly for District IT and planning meetings and for providing training support. In addition, the ITSS newsletter, ITSS InfoBits includes announcements about new technologies and technology tips.

As appropriate, ITSS obtains training vouchers for technical staff when purchasing new technologies. In this way, technical staff has been trained in how to use the new wired, wireless and security technologies and VMWare. ITSS seeks training from vendors that are
implementing new software or new software features as was done with the Ellucian Colleague upgrade. ITSS management and staff are encouraged to attend IT conferences as the budget allows.

The District contracted with CampusWorks to perform a series of Business Process Reviews (BPR) and Business Process Improvement (BPI) plans to support the effective use of Ellucian Colleague technologies around programs, services and operations. The BPRs and BPIs were done for Fiscal Services, Finance, HR, Payroll, Admissions and Registration, Financial Aid, Data Standards, Degree Audit, Counseling and Student Planning. These reviews were completed in preparation for the ERP upgrade. The process improvements derived from these reviews have produced marginal changes and improvements to the operational environment. The collaboration efforts between the College and ITSS continue through different meetings and working groups. For example, a new Colleague Core Group was started in 2015 to support staff (primarily) in working together to develop effective technology systems for student services and operations.

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

Via the campus email system, the Professional Development Center advertises training sessions for Moodle, TracDat and CurricUNET, as well as informs faculty, staff and administrators about @ONE courses, and other third-party trainings.

The Professional Development Center web page includes an embedded survey for workshop attendees so that the PDC can continuously and consistently assess and evaluate 1) whether the attendee’s goal(s) was/were met, 2) the content of the workshop, 3) the quality of the presentation, and 4) whether improvements are needed. The survey also invites the attendee to offer a workshop at the PDC and asks for a topic. Finally, the survey asks the attendee to suggest other workshop topics. In this way, faculty, staff, and administrators are fully engaged in the training process, can contribute their ideas, and share their knowledge with their colleagues by volunteering to teach a session.

Other training sessions are advertised by the Distance Education Coordinator, such as online training sessions for Canvas, which is coming to the campus in fall 2016. The District also provides technology training through in-service training sessions, and some vendors offer online trainings for some software.

The District ITSS Department occasionally sends out a newsletter called “InfoBits.” The newsletter contains “Reminders” about ongoing or pending upgrades, and reminds employees if the network will be temporarily down. InfoBits also contains tips and tricks on various software programs, for example, shortcuts, user guides, and login information for
Ellucian Colleague UI. InfoBits also informs people about news in IT, for example, a short article about “ConferNow with Zoom” and the move from Moodle to Canvas.

Distance Education Requirements

Faculty members who want to teach online must complete training requirements as prescribed by the Academic Senate. The motion passed by the Senate is as follows:

Starting Spring 2016 – Teacher Training Requirements for Distance Education:

- Participate in one professional development activity per regular academic semester (Fall and Spring) related to Distance Education (on-campus workshop on a specific feature of Moodle, an off-campus DE conference, a PDD session on online learning/features, Webinar session, and so on) AND demonstrate prior successful experience in teaching online course(s) at SJCC or another similar institution for a minimum of 4 semesters/sessions in previous three years; OR

- At least two courses in online teaching from @One Teaching Certification Program or equivalent online teaching programs from regionally accredited institutions.

Starting Spring 2018 – Instructor Requirements for Distance Education:

- Completed at least four courses in online teaching from @One Teaching Certification Program or equivalent online teaching programs from regionally accredited institutions, AND

- Participate in at least one professional development activity per regular academic semester related to Distance Education (on-campus workshop on a specific feature of Moodle, an off-campus DE conference, a PDD session on online learning/features, Webinar session, and so on)

For faculty members who already possess the skills and knowledge in Online Teaching and Learning, the Academic Senate adopted an Eligibility for Online Teaching Verification Form.

Students are supported through online tutorials, Help Desk support, the MyWeb portal, and by faculty and staff, themselves. If students need help signing into Moodle for the first time, there is a “Getting Started” guide on the landing page.

In the spring 2016, the Basic Skills Initiative provided for the development and facilitation of workshops for students on the use of MyWeb and Moodle throughout the semester. Need proposal and user evidence. Such offerings should help in improving students’ responses in surveys regarding technology resources at the College. For example, in the Student Technology Survey 2016, 95.4 percent of students disagreed with the statement “I have participated in SJCC-Sponsored trainings on how to use various kinds of hardware or software.” For DE students, 77.8 percent said that they had no technology training before
starting the class, and 55.6 percent of those students indicated that they would have benefited from some kind of training, for example on computers, on Moodle, or on signing in for the first time.

**Analysis and Evaluation**

The College meets the Standard. There seems to be a desire for more training on technologies that are not currently offered, such as classroom/meeting room technology, operational (ERP) software, and training on Office 365. This platform was recently introduced to the District at large, and many people are not familiar with the features of the software besides email and calendar. Respondents have indicated that there has not been enough training on Office 365, or that the training they had was inadequate. As found through the Spring 2016 Technology survey, there is also a significant number of respondents asking for training on Canvas, but these trainings are currently being offered both on-campus and online, so it is likely that this need will be met.

As new technologies are implemented that the Help Desk will support, the Help Desk technicians receive training in how to use them. This includes technologies located at the District Office (e.g., SharePoint) and at the College (e.g., AV in Smart Classrooms). Workshops are provided at the College and District Office for new technologies and instructional resources are posted on the District Help Desk website and referenced in the ITSS InfoBits newsletters. When Web UI 4.5 was introduced in spring 2015, numerous workshops were provided at each location and documentation and user guides were provided online. When Office 365 was rolled out, workshops were provided during the Professional Development Days and links to technology resources were provided online. In preparation for the beginning the migration to Canvas in summer 2016, online faculty and support staff received training and support. Training is important to College staff, and according to the SJCC Technology Survey for Faculty, Classified Staff, and Administration, there is a desire for more training opportunities for all of the technologies that are used district-wide.

The new District Office Training Room is used for district-wide and District Office training and work group meetings. Functional areas reserve the training room using the Outlook calendar. Based on the number of reservations of the room, it is being used on a regular basis and it has capacity for handling additional reservations. In addition to the seventh floor training room, each floor of the new District Office has meeting rooms with technology that are used on a regular basis to support face to face meetings and hybrid meetings using a video camera and Zoom.

The Help Desk software, Track-It, has self-service options for users to track their service request and to seek solutions for technology questions. Although the user satisfaction surveys for Help Desk services are high, there are times when users cannot reach a person. In response, ITSS will be building out the Track-It self-service solutions (knowledge-base) so users might be able to get help quicker.

The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.
III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

One General Education Student Learning Outcome (GESLO) for the College is technology. Programs and courses include technology SLOs where appropriate. They are assessed on a regular basis. Results are shared during PDD, at division and department meetings, and available on the College website. GESLO results are included in program review so technology needs feed into the teaching and learning process.

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

The Computer and Network Use Policy and Procedures were updated in 2016. The policy and procedures apply to all students, faculty, staff, administrators, contractors, and anyone who uses District technologies. The College has other policies and procedures to guide the procurement and use of technology for traditional classrooms, on-campus classes, DE classes, authentication, ADA compliance, online training sessions, Professional Development Center trainings, and specialized training from the District, or from vendors like CurricUNET. Distance Education Policies and Procedures; Faculty Distance Education Handbook.

The SJCC Technology Master Plan (2010-2015) has been extended through 2016 as the College continues working on evaluating its plans and processes. One outcome of the plan that has recently been fulfilled is the creation and hiring of a new Dean of Library, Learning Resources, and Distance Education.
Analysis and Evaluation

The College meets the Standard. Through the annual and comprehensive Program Review process, faculty and staff continually evaluate and prioritize technological resources. The Campus Technology Committee, Distance Education Committee, along with the Institutional and Campus Technology Support and Services departments, work in concert to make decisions about the use and distribution of technology resources, and provide for a robust and secure technical infrastructure.

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

Supporting Evidence

BP3720 – Computer and Network Use
AP 3720 – Computer and Network Use
SJCC Distance Education Faculty Policies, Recommendations, and Resources
Faculty Distance Education Handbook

Standard III.D. Financial Resources

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

Evidence of Meeting the Standard

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

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

The Vice Chancellor of Administrative Services (VCAS) is ultimately accountable to develop the most effective and cost efficient financial structure and to implement policies and procedures to ensure financial stability and the solid operation of the District in order to deliver the academic programs and learning services offered by the colleges. With delegated
authority from the Chancellor, his office oversees the District budget preparation [BP6200] and budget management [BP6250], oversees fiscal management of the District and contracts for purchase, sell, lease, or license real and personal property, in accordance with Board policy and law, and provides to the governing board budget monitoring reports, budget transfer reports, and the California Community College Chancellor’s Office quarterly financial report [311Q]. Additionally, the VCAS office provides quarterly budget and expense updates during the year. The report is prepared with input from each of the colleges and operational subsidiaries. The District Budget Committee reviews the different versions of budgets (tentative, adopted) and the quarterly updates.

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

The College President, working within the College’s participatory governance process, has authority to administer the College budget allocation from the Chancellor and Board of Trustees. [AP6250] The President ensures that an open and accountable process is developed to include the College Finance Committee and other relevant constituencies, incorporating clear guidelines and adequate training for those involved. Responsibility for establishing sound fiscal practices and financial stability at the college are delegated by the College President (CEO) to the Vice President of Administrative Services (VPAS). The VPAS works with VCAS and District Services to identify the budget allocation that will be assigned to the College in order to work internally in the College budget preparation and management. VPAS oversees college fiscal management in accordance with Board policy and law [BP6300/AP6300].

The College and the District follow adequate internal controls to ensure the integrity of the General Ledger and to safeguard the assets. The College departments originate journal entries, budget transfers, and other ledger transactions in the form of Accounts Payable, Accounts Receivable, Purchasing Requisitions, and Adjunct Payroll requests that, once reviewed, are sent to the District for review and posting.

To prove and guarantee sound financial practices and fiscal stability, the District requires independent external audits of all funds be conducted annually [BP6400]. The County Treasurer maintains funds that are not required for immediate needs [BP6320]. The Board receives quarterly investment reports and annual statements of investment guidelines for general, construction, and auxiliary funds.

The District receives sufficient revenues to support the College’s educational programs and learning services. Overtime, the District has been able to maintain double digit reserve balances from unrestricted general funds.

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<td>Statewide Average</td>
<td>18.70%</td>
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As the above chart shows, the District has a long history of maintaining a good, stable fund balance and demonstrating sound fiscal management. Through careful planning and fiscal management, the District has maintained a healthy fund balance and sufficient cash reserves. The Board of Trustees ensures compliance with the Chancellor’s Office requirement of maintaining a minimum reserve equal to five percent of the general fund budget [BP6200, AP 6305]. The District follows budgeting and accounting methods that are contained in the California Community College’s Budgeting and Accounting Manual and relevant sections of the Education Code and Title 5 of the California Administrative Code [BP6310].

Effective fiscal year 2012-2013, the District became the fifth community college district among the 72 California Community College districts to be recognized as a “Basic Aid” District. As such, the District is funded primarily by local property taxes and no longer receives State general apportionment revenue. The effects of becoming a basic aid district require close monitoring and management of the property tax updates that are received throughout the fiscal year.

The VCAS and his staff communicate the financial conditions of State funding for the District and regular updates of the local property tax funding levels on a regular basis. Reports are routinely updated and provided to the Chancellor, the Chancellor’s Cabinet, the District Budget Committee, and the Board of Trustees as new information becomes available. These timely ongoing financial assessments reduce, manage and virtually eliminate any potential financial risks. Financial emergencies can therefore be minimized and unforeseen occurrences can be handled by adjusting expenditures as needed.

While the District is a Basic Aid District for general apportionment funding purposes, it also participates in State categorical programs based on the College’s eligibility. These resources are allocated to the Colleges and District as appropriate based on student eligibility and specific criteria relative to each of the categorical requirements. The College participates in the following categorical programs:

- Apprenticeship
- Basic Skills
- CalWorks
- CARE
- BOG Fee Waiver Administration
- DSP&S
- EOP&S
- Equal Employment Opportunity
- Physical Plant & Instructional Support
- Scheduled Maintenance & Repairs
- Student Equity
- Student Financial Aid Administration
The Board of Trustees established a Budget Stabilization fund in addition to the above noted general fund reserves at their annual Budget Study Session in February 2015. At their subsequent Budget Study Session in February 2016, they provided further direction via the Board of Trustees Principles by establishing clear guidelines for the funding and access to these resources. Per these Principles, Board authority is required to access this fund during economic downturns, replenish it in healthy fiscal times, and at fiscal year-end transfer up to $500,000 of one-time money, when the general fund balances finishes above 10 percent. As of June 30, 2016, the Stabilization Fund has a fund balance of $500,000.

Credit Rating

Standard & Poor’s reaffirmed at an AA/Stable rating and Moody’s Investor Services reaffirmed at Aa1, both among the highest ratings within the California Community Colleges system. Within the report, Standard & Poor’s said, “The District has maintained strong to very strong general fund reserves in the past five years.” Standard & Poor’s went on to say that the District’s highlights include a robust analytical process to consider internally measured trends and county estimates of property taxes to build budget assumptions; quarterly budget-to-actual updates to the board; long-term forecasts for an additional two fiscal years plus a rolling five-year capital plan; an internal investment policy with quarterly reporting to the Board; and a minimum reserve policy to maintain seven percent of expenditures. Finally, in their Outlook section, Standard and Poor’s said, “The stable outlook reflects our view of the district’s strong financial position and strong momentum in tax base growth, which should translate into continuing operating revenue growth. We do not anticipate changing the rating during the two-year outlook timeframe.”

Moody’s Investment Services reaffirmed at an Aa1 rating. Comments included, “The district benefits from a very strong management team that has maintained a sound financial position, and reserves should remain stable in the near-term given the district’s Basic Aid designation and the district’s financial policies.” Moody’s went on to say, “Continued AV growth has improved local revenues to the district. The District conservatively estimates future AV growth, the basis for the District’s local property tax revenues, will be 3.5 percent per year, but historical growth rates have been significantly higher.”

The District also handles the Fund balance and cash flow that is carefully maintained throughout the year. Short-term funding in the form of the Tax and Revenue Anticipation Note (TRAN) has steadily diminished over time, and the District discontinued its reliance on this short-term funding mechanism in FY15-16.
The College enrollment has decreased over recent years, largely due to the uptick in the economy. As more individuals find full-time employment, fewer attend classes. The District consolidates enrollment from the College to update their enrollment projections regularly, and tracks historical data to establish future trends between P1 and annual for projection purposes. The District is currently in stabilization funding; however, it no longer relevant, from a financial perspective, as it became a Basic Aid District in fiscal year 2012-2013. As a Basic Aid District, the general apportionment exceeds the State guarantee and provides a substantially improved financial outlook, primarily driven by the increase in Property Tax Revenues in the District service areas. Excess property tax is excluded from apportionment calculations.

Accordingly, the College is taking this additional fiscal flexibility to shift from quantity to quality, evaluating course offerings and services to ensure that it maximizes the needs of the students and the community and offering relevant classes to enhance enrollment. The College analyzes both enrollment and full time equivalent students (FTES) data, with an eye toward improving both FTES and productivity.

The College actively plans and manages enrollment and is now part of a District-wide Enrollment Management initiative which focuses on, among other things, instructional costs, FTEF, attendance accounting, the costs of low productivity, and budget allocation. The College expects that as expenses are aligned to support learning programs and services, funds are reinvested in the College to promote innovation and to cover ongoing and new needs that arise from program reviews.

Core expenses for the College include bargaining agreements that are negotiated after identifying ongoing revenue sources and related costs in order to ensure sustainability. To the extent that total compensation exceeds original budget planning assumptions, discretionary funding is modified to account for the difference.

There is sufficient consideration to the budget process related to long-term bargaining agreements. The District assumptions include adequate projections for step and column increases, along with relevant Cost of Living Adjustments (COLAs) and Health and Welfare premium changes, as soon as they are known. Budgets are revised quarterly. Included in

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each quarterly budget document is an Adopted Budget, Current (Revised) Budget, YTD Actual, Estimated FY Total for the current year (including annualized revenue and expenditure projections), and an estimated budget for the following year. These documents are reviewed and vetted by the District Budget Committee before being submitted to the Board of Trustees. Budget revisions are communicated to the Board for ratification on a monthly agenda item. Augmentations are carried to the Board for approval monthly. Bargaining agreements are also presented to the Board for ratification.

The District’s total long-term debt has increased from the prior fiscal year; however, the increase is due to the sale of General Obligation Bonds that are secured by ad valorem taxes. The District's successful refunding of selected bonds associated with its Measure G 2004 General Obligation Bond Program in June 2015 resulted in direct savings to the District's taxpayers in the amount of $10,203,044 or 9.67 percent in present value savings, which is well above the industry benchmark of three percent. These savings are in addition to the savings in April 2014, whereby the District successfully refunded selected bonds associated with its Measure G 2004 and Measure G 2010 General Obligation Bond Programs, providing $19,826,076 in direct savings to the District's taxpayers or 12.10 percent in present value savings. The OPEB Trust Fund was established to address Post Retirement Employee Benefits, additional details are provided in III.D.12.

The District is a member of two separate Joint Power Associations (JPAs), one for its Property & Liability coverage and a second for its Worker’s Compensation coverage. These JPAs contract with a third-party administrator (TPA) that administers claims brought against the District. As part of its duties, the TPA establishes Loss and Expense Reserves for each claim to cover payment of potential verdicts and settlements and for defense expenses including attorney’s fees and other associated litigation costs. The TPA works closely with outside counsel to analyze the District’s potential exposure for claims and potential claims, and uses that information to set and adjust Loss and Expense Reserves for any claims. The TPA issues quarterly reports to the District advising it of the reserves for all reported claims, and any erosion of reserves due to payment of Loss and Expenses. The District can also view reserve reports online at any time.

**Reporting**

The District timely files their annual audit reports and has taken appropriate actions to address any findings cited within the reports. During the last six years, the results of the independent auditors work have produced unqualified or unmodified opinions, with very few findings and recommendations. In fact, in fiscal year 2012-2013, the financial auditors had zero findings and recommendations. This is very rare, almost unprecedented in school district and community college financial work. It is also worth noting that during this six-year period there has only been one material weakness identified by the independent auditors, and this was immediately rectified.

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Like most districts in the California Community College system, the District has begun to struggle in recent years to reach the State mandated 50 percent compliance governed by Education Code §84362, which requires “there shall be expended each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district’s current expense of education.” Specifically, the District’s challenge has been in controlling the skyrocketing cost of Health and Welfare benefits, as salaries and benefits comprise roughly 85 percent of the District’s annual expenditures. To this end, the District is currently engaged in soliciting bids from local Joint Powers Authority associations, in an effort to leverage its buying power and mitigate future rate increases.

**Quarterly Financial Status Reports (CCFS-311Q), Annual Financial and Budget Reports (CCFS-311p1/CCFS-320p2), and Apportionment Attendance Reports [CCFS-320p1/CCFS-320p2]** have consistently been submitted to the System Office on or before the stated deadlines.

**Supporting and Sustaining Learning Programs**

The Board of Trustees’ budget principles and financial practices call for careful management of all District financial resources. The College receives an annual allocation from the District’s General funds to meet instructional and student support programs and services’ needs, and to sustain and improve institutional effectiveness.

Adopted budgets for every fiscal year include a base from the previous year and modifications for Health and Welfare costs and for changes in negotiated contracts and changes to step and column for personnel. The **2015-2016 Adopted Budget** shows the District’s total unrestricted resources of $113,657,552. The total unrestricted resources include the beginning fund balance plus current anticipated revenues. This budget covers projected expenses in the amount of $99,628,023, leaving a budget reserve of 14 percent, well above the District reserve requirement. [BP6305]. Out of this amount, the College received $500,000 in one-time funds to augment the annual discretionary budget.

Despite the statewide recession, the District, through established planning mechanisms and fiscal prudence, consistently met these requirements as evidenced in the 2010 through 2016 adopted and actual budgets. The general funds ending balances/reserves have met or exceeded the State’s recommended five percent. Table III.D.1 displays the fiscal reserve balances and percentage of expenses. Additional services and improved institutional effectiveness have been further advanced by the use of categorical programs and grants, and bond and other funding sources.
Table III.D.1 Summary of General Funds Transactions

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</tr>
</thead>
<tbody>
<tr>
<td>Adjusted Beginning Balance</td>
<td>$15,015,253</td>
<td>$13,187,045</td>
<td>$11,105,968</td>
<td>$10,083,369</td>
<td>$6,386,738</td>
</tr>
<tr>
<td>Revenues</td>
<td>106,524,300</td>
<td>96,868,69</td>
<td>90,229,471</td>
<td>91,327,070</td>
<td>97,563,789</td>
</tr>
<tr>
<td>Expenditures</td>
<td>105,407,566</td>
<td>92,559,714</td>
<td>87,577,450</td>
<td>90,338,991</td>
<td>94,397,157</td>
</tr>
<tr>
<td>Revenue Less Expenditures</td>
<td>1,116,734</td>
<td>4,308,977</td>
<td>2,652,021</td>
<td>988,079</td>
<td>3,166,632</td>
</tr>
<tr>
<td>Net In/Outgo</td>
<td>(2,494,193)</td>
<td>(2,480,771)</td>
<td>(570,944)</td>
<td>34,520.00</td>
<td>529,999</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>13,637,794</td>
<td>15,015,251</td>
<td>13,187,045</td>
<td>11,105,968</td>
<td>10,083,369</td>
</tr>
<tr>
<td>Ending Fund Balance as a percentage of Total Expenditures</td>
<td>12.9%</td>
<td>16.2%</td>
<td>15.1%</td>
<td>12.3%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

**Major Grants**

The College currently has two federal grants from the Department of Education for Hispanic Serving Institutions (HSI). The grants are awarded in recognition of the efforts at the College to address opportunity areas that touch on national public policy topics identified by the federal government. The grants also recognize good planning and the readiness of the College to address these opportunities. The grants are managed as part of the METAS Center. Plans are integrated with other areas of the College to promote greater success, particularly for Hispanic students who are underrepresented in higher education.

**Distribution of Resources and Programs and Services**

The College ensures that the funding process for programs and services is addressed with integrity and in a manner that is financially sustainable and stable. As explained in the College Educational Master Plan, which was approved by the Board during the fall 2015, Program Review processes are used to systemically identify and prioritize institutional needs [pp. 16] for long-run planning. Short-term planning and resource allocation is steered by the College’s Integrated Planning and Resource Allocation Handbook. The Program Review process requires all departments and programs to identify resource needs for the development, maintenance, and enhancement of their programs and services [Program Review Handbook]. Items required and recommended through the Program Review process are forwarded to the Finance Committee for review and consideration for funding. Additionally, each department prioritizes its budget request on a form provided by the Finance Committee [FC Budget Justification Template]. Various departments and programs
use this form to prioritize their needs in five categories:

1. **Critical for Operations**: Materials, equipment &/or services required in order for the unit to operate (e.g. science lab consumables) – NON-DISCRETIONARY

2. **Necessary to Maintain Quality Services**: Replacing broken or worn-out materials &/or equipment, purchasing newly required materials &/or equipment. – NON-DISCRETIONARY

3. **Would Directly Improve Student or Area Outcomes**: Materials, equipment &/or services that directly improve unit's ability to achieve outcomes (e.g. materials and equipment enhancing ability to teach curriculum). - DISCRETIONARY

4. **Would Indirectly Improve Student or Area Outcomes**: Materials, equipment &/or services that indirectly improve unit's ability to achieve outcomes (e.g. conference attendance, new furniture). - DISCRETIONARY

5. **Innovation**: Materials and/or equipment supporting innovation (e.g. new pedagogy, pilot projects) in instruction or service area. - DISCRETIONARY

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

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

Throughout the year, the College, with support from Fiscal Services (District Office), effectively and with integrity, manages the financial resources by preparing and reviewing quarterly projections; monitoring expenses, accruals, 50 percent law calculations, and Faculty Obligation Numbers (FON); and employing a system of internal controls. The College annually has met all of its fiscal obligations and, as reported in the annual audit and the bond audit, has had unmodified opinions over financial reporting and bond compliance [Audit reports]. The internal auditor position provides an additional layer of review by overseeing internal controls and conducting program and financial audits to insure integrity and stability and ensuring compliance with Board Policy [BP6400] and Administrative Procedures [AP 6400].

**Institutional Effectiveness and Resource Allocation**

The College’s Program Review process helps guide decision-making and resource allocation in the development of activities that support the improvement of institutional effectiveness and student learning. As a key component of the integrated planning and resource allocation model (RAM), Program Review provides systematic, data-driven information that allows the
College to examine the overall effectiveness of the institution. The Program Review process is designed to provide academic, student, and administrative areas the opportunity for review and assessment in relation to the College’s mission, vision, values and performance indicators.

The purpose of the Resource Allocation process is to allocate funds to support the College’s mission, values, vision, and its strategic goals, to ensure that allocations are linked to strategic planning and program review, and to utilize correct and effective data in budget decision-making. Resources are all assets of the College, including its human resources, physical resources, technology resources, and financial resources. Explanations of each box follow the graphic.

**Resource Allocation Model**

The College meets the standard. The College works with an allocation defined by the District, and judiciously manages the purpose of the resources, making ongoing financial decisions throughout the year; many of those budget adjustments require forms and processing that is manually intensive. The College follows principles of proper fiscal
management, plans and distributes resources to the various departments, programs, and services based on prioritized needs that are critical and necessarily to maintain quality and support student success. Improvements to institutional effectiveness have been achieved through robust processes of the Program Review Committee, Strategic Planning Committee, and the Finance Committee.

Although the College receives a significant annual allocation from the District’s General Fund, different constituent groups have discussed and are interested in understanding how the District’s Resource Allocation model takes into consideration the performance of each college and the District Office and are interested in better understanding the underlying calculations used to determine the annual amount for each entity. In the case of the College, the Finance Committee reviews Program Reviews and budget requests from each cost center. Historically, the total amount requested by departments for non-discretionary and discretionary expenses from discretionary funding identified by the District far exceeds the allocation received. Additionally, the funds identified by the District as discretionary have not been adjusted for the increased cost of living (COLA) or inflation. This allocation results in decreased levels of service to many instructional departments and requires that the College make decisions that affect its basic operations. For example, with the addition of assignable square footage and increased hiring, the costs of maintaining offices, cleaning supplies, and office supplies has increased while the discretionary funding is in essence rolled over from previous years. It’s worth noting that in fiscal year 2015-2016, the College received a one-time discretionary budget augmentation of $500,000.

The College and District are looking forward to reviewing the Resource Allocation Model through a collaborative, participatory, and inclusive process. The College strongly believes that the resource allocation model should determine a formula that includes criteria that will encourage high performance and incentivize the College for developing a strong brand, increasing its reputation, and promoting innovation. The Finance Committee and members of the College community, in different discussions, have elevated the need to recognize the College as a revenue generation entity, one that based on its FTES, entitles the SJECCD to receive revenue from different sources.

The College, as a revenue generator, believes that funding that is generated by the College should be analyzed and planned in a different way than expenditure needs from cost centers and shared services, all of which should be aligned with the needs of the Colleges to support student experience and support student success. The College believes that the College should keep revenue originated by local activities and functions. As an example, the Cosmetology department generates revenue that flows to the District General Fund, and those funds are then part of the funds allocated back to the College the following year as part of the overall discretionary budget allocation. In this specific example, those funds should serve to further develop the departmental activity, to create an incentive for the unit to grow and innovate or to enhance the levels of service delivery and experience to patrons and students. By following the current practice, there is no incentive to provide new income generating services that not only bring additional funding streams to alleviate expenses but continue providing students with practical experience in those areas. The District has shown signs of compromise to consider this type variable for developing a new resource allocation model.
Some presentations made to the Board indicate that looking ahead; the resource allocation model will put the colleges first, that incentives will be built on performance, that it will consider productivity targets, and will take into account special programs that require low FTES/FTEF ratios, and that FTES will be defined. The College parallel expectation is that expenses for entities outside of the College’s operation would follow a similar methodology, creating accountability, processing effectiveness, and use operational metrics and indicators to incentive efficiencies, response times, and the use of a service culture in support of the Colleges. This concern is addressed in Action Project 3 in the Quality Focus Essay.

A similar situation is experienced with revenue generated by the College by actively recruiting international students. The existing revenue split agreement only provides a fraction of the revenue to the College while the majority of the funds go back to the general fund to be distributed among many unrelated entities. Perhaps a better approach would consider covering direct expenses required by District Services and then incorporating the net balance of that revenue stream into the College’s operating budget.

A good example of such fiscal practice is the case of Civic Center/facility rentals lead by the VPAS. Through this effort, the College brings additional resources needed for the facility and grounds departments to upkeep and maintains the campus. These supplemental funds also cover for expenses in other departments that provide services such as the Police Department, CTSS, and pays for a site supervisor who is primarily a staff who will also earn overtime. The collateral benefit of having this kind of vibrant activity is community engagement and to maximize the use of the physical plant.

As a Basic Aid District, there is a great opportunity to strategically integrate and plan the sources and the uses of resources. This is a unique fiscal situation that allows the District and the College to rethink the service delivery model. It may be pertinent to pursue process improvement methodologies, incorporate activity based costing, invest in the design of performance metrics and indicators, and include the utilization of available technology for operational processes, such as credit card processing, the collection of expense supporting documentation, document imagining, and workflow.

Another area where the College feels focused attention is needed is the fixed composition of its expenses. While the District’s total compensation and benefits is 85 percent of the total budget, the College’s total compensation and H&W costs are 97 percent, leaving a minimal discretionary amount of three percent for operational expenses.

In a multi-college district system, the District office plays a critical role in providing support and services that enable the college’s operation. In the case of the District, the allocation of general funds to provide District Services, the College believes that in an effort to increase transparency and the effective use of resources, there should be an attempt to define key metrics that would allow the operation of the District to be measured to other Districts and Colleges in the Bay Area, the State, and also versus other Districts/Colleges that are also in the Basic Aid category. The comparison of expense/budget ratios and staffing of different service functions will provide the college’s constituency groups with information to gage how effective the District is with the use of resources, and also to explore opportunities to
optimize overhead, occupancy and other expenses so additional funds are allocated to the colleges to further the mission, to better serve students, and to develop their brand, reputation and quality of programs.

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

**Supporting Evidence**

- AP 6305
- AP 6400
- AP 6100
- AP 6250
- AP 6300
- BP 6100
- BP 6200
- BP 6250
- BP 6300
- BP 6310
- BP 6320
- BP 6400
- 311Q Report
- District Budget Committee
- District Budget - quarterly updates
- Board of Trustees Principles
- Moody’s Investor Services
- Tax and Revenue Anticipation Note (TRAN)
- FTES data
- General Obligation Bonds
- OPEB Trust Fund
- Annual audit reports
- Quarterly Financial Status Reports (CCFS-311Q)
- Annual Financial and Budget Reports (CCFS-311p1/CCFS-320p2)
- Apportionment Attendance Reports (CCFS-320)
- 2015-2016 Adopted Budget
- SJCC Educational Master Plan
- Integrated Planning and Resource Allocation Handbook
- Program Review Handbook
- Finance Committee
- Finance Committee Budget Justification Template
- College Advisory Council
- Budget Award letter
- Audit reports
- Resource allocation model
- Functional map
III.D.2 The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Mission as a Foundation for Financial Planning

All financial planning at the College begins and ends with the alignment of the mission and the College goals. The College’s Strategic Goals identify the primary areas of focus or the objective that must be accomplished to fulfill its mission. Approved by the Strategic Planning Committee (SPC) in the spring of 2012, these goals are evaluated and reviewed on an annual basis. Under the College’s integrated planning model, the Educational Master Plan is the foundation document for the Facilities Master Plan. Both focus on institutional change, analysis, and improvement of existing conditions, and both anticipate changes in the community, growth of the College as a whole, changes in programs and services, and institutional strategic goals and opportunities for input from all College constituencies.

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

Financial Planning is Integrated with and Supports All Institutional Planning

The College has a robust committee system that has authored nine functional plans that are most related to integrating financial planning with and supporting all institutional planning. Each of the plans is reviewed and funded through the participatory governance process. The Educational Master Plan (EMP), approved by the Board in fall 2015, was developed with an overarching objective to create a document that establishes a framework for the College to project the instructional programs and support services needed to meet the needs of students through the year 2030. The current and future financial projections for the College and the District were also taken into consideration when developing the recommendations included in the Plan.

The 2030 Facilities Master Plan for the College was created to serve as a guide for future campus development. It includes a graphic and narrative description of the College’s strategy to support the initiatives identified in the EMP. It supports the identified growth projections, translates educational program needs to facilities recommendations, and positions the College to maximize funding sources. In the future, the 2030 Facilities Master Plan will help
to inform the allocation of resources within any bond measure that the College receives from the District.

The College Technology Plan integrates technology with current strategic planning, and efficiently uses College resources (both staff and faculty expertise and financial resources), to promote student success. The Campus Technology Committee (CTC), in collaboration with the District Technology Planning Group, developed the plan.

Under the Student Equity Plan developed by the Student Success and Equity Committee (SSEC) and reviewed by the Academic Senate and College Advisory Council, new funding through the Student Success and Support Program has been allocated to augment personnel needed to help at-risk students. A major new federal grant positions the College to extend its successful METAS program into the 2021 Scholars Program by adding a summer bridge and first-year experience initiative. [Student Equity Plan]

The Basic Skills Plan, developed by the Basic Skills Initiative Committee (BSI) and reviewed by the Academic Senate and College Advisory Council, is also integrated in financial planning at the College. Funding from this Plan supports interventions such as in-class tutoring, peer tutoring in the ESL lab, supplemental instruction, new intervention strategies for probation and disqualified students, counselors doing “push-in” services in basic skills course classrooms, and ESL advisement services conducted by both counselors and ESL faculty together.

The other institutional plans that are integrated in financial planning include: Student Success and Support Program (SSSP) Plan, Institutional Student Learning Outcomes Plan(s), Professional Development (PD) Plan, and the Distance Education (DE) Plan. All of the departments and units of the College accomplish detailed planning work, through their comprehensive Program Reviews and annual updates.

Sound Fiscal Practices

Board Policy 6300 (Fiscal Management) requires that the College adhere to sound ethical and financial principles, maintain effective operations and internal controls, ensure that fiscal objectives are met, and present quarterly financial reports to the Governing Board for approval [BP6300]. Board Policy 6305, (Reserves) addresses the requirements for reserves, including maintaining a minimum 5 percent unrestricted general fund reserve. Board Policy 6310 (Accounting) requires that the College adhere to budgeting and accounting methods that are contained in the California Community College’s Budgeting and Accounting Manual and relevant sections of the Education Code and Title 5 which requires that a list of purchase orders and/or college warrants be reviewed and approved by the Governing Board. Board Policy 6320 governs college investments. Investment reports are presented to the Board quarterly, and the Annual Statements of Investment Guidelines for general, construction and auxiliary funds are reviewed by the Board annually [BP6320]. To verify sound financial practices and fiscal stability, Board Policy 6400, (Audits) requires that an outside audit of all funds be conducted on an annual basis [BP 6400].
Communication

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

Analysis and Evaluation

The College meets the standard. The College aims to integrate fiscal planning with institutional planning. Discretionary funds are part of a comprehensive Program Review process, while a large part of the total budget is dedicated to funding the compensation of full-time faculty and adjunct faculty for the delivery of instruction. Mission and institutional goals are integrated throughout the program and services review process and the resource allocation process. The College Advisory Council reviews the annual budget development process, and annual budget development forums are open to all constituency groups for review and input. There is Board oversight of the processes through Board policies and administrative procedures. The College uses these policies and procedures to ensure sound financial practices and financial stability. This use is evident per the basis which authority to complete various stages of transactions is delegated. The College and the District takes a proactive approach to prevent invalid transactions from occurring by ensuring that proper authorizations are in place. Progress toward meeting the mission and goals is tracked and communicated through the strategic planning handbook and other related institutional reports. There is a direct line from data-driven Program Review identifying needs, to prioritization of needs, to allocation of financial resources to meet needs. Appropriate information is disseminated to the College through routine reports, presentations, and through the College’s website.

For the most part, for consistency of operation and controls, the College follows fiscal procedures outlined by the District Office. The District Office believes that the efforts started to perform business process reviews are completed, mainly to implement recommended changes that would improve procedures and transactional processes that have high volume. However, the College does not share in the opinion that the business process review by the District is complete or effective in creating necessary changes. For example, there are manual processes for planning, estimating, and reporting that, although they provide
relevant financial information, consume valuable time from resources that can be better used to ensure student success.

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

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

The opportunities to improve processes have been shared with different District offices at different times. As part of delivering process improvements, there are different venues established and some efforts such as the Business Process Reviews to discuss process/systems needs through meetings with administrative assistants, dean’s academy, finance committee, fiscal officers, and other meetings. The College is eager to see a comprehensive implementation plan and a roadmap outlining improvements that so far have resulted in only marginal changes.

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

**Supporting Evidence**

- BP 6300
- BP 6320
- BP 6400
- The College’s Strategic Goals
- Strategic Planning Committee (SPC)
- Program Review Schedule
- Educational Master Plan
- Facilities Master Plan
- Technology Plan
- Student Equity Plan
- Basic Skills Plan
- Student Success and Support Program (SSSP) Plan
- Distance Education (DE) Plan
- Budget Availability Report
III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Guidelines for Planning and Budgeting

The College has a clearly defined financial planning and budget development process. The budget development process is identified in the College’s Integrated Planning and Resource Allocation Handbook.

As highlighted in III.D.1 the foundation of budget development is the program review process. As indicated in the Program Review Handbook, the program review process requires all departments and programs to identify resource needs for the development, maintenance, and enhancement of their programs and services. Items required and recommended through the program review process are forwarded to the Finance Committee for review and consideration for funding. Additionally each department prioritizes their budget request on a form provided by the Finance Committee [Budget Justification Template].

When the Finance Committee makes the final recommendation on what items will be funded, that information is communicated to the College Advisory Council for review and recommendation, and the President makes the final approval. Upon approval by the President, the final allocation is communicated to each Vice President, and the office of the VPAS issues the Budget Award Letter to each of the managers. The Business Services Office incorporates the final approved budget for all departments and programs in to the District’s Tentative Budget that is approved by the Board in June.

The College is eligible to carry over unspent operating dollars from the prior year. Starting in fiscal year 2015-2016 the College is assigned 75 percent of new international fee income that is generated by the College over the base year (FY2013/14). Previously, the allocation only covered basic expenses of the department. The College expects this allocation to be changed to reflect the effort made by the College to attract and retain more international students. Currently, the income assigned to the College is a small percentage of the total income generated in this area.

Constituency Participation

Administrators, faculty, staff and students have numerous ways of participating in financial planning and budget allocation process of the College. At the department level through Program Review, individuals have the opportunity to provide input regarding their program needs. In addition, all College constituencies are represented on all committees and are invited to attend constituency meetings; members have access to financial planning and resource allocation through their representatives, and the agendas and minutes of each meeting are posted for public access. With the creation of the Classified Senate in spring
2016, additional opportunities are provided for input. 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 college and from each constituency group throughout the District. The committee consists of 21 members: six classified staff, six faculty, two MSC, four business officers (one from each location) and two students (one from each campus). (Attach District Resource allocation model).

At the College, the resource allocation process involves the following groups/people: Program Review Committee, Academic Senate, Classified Senate, Deans and Vice Presidents, Finance Committee, College Advisory Council, and the College President. These committees/groups have quadripartite committee structures, and each constituency group has an opportunity to be involved with the budget planning process at various levels.

Analysis and Evaluation

The College meets the standard. The College clearly defines processes for financial planning and budget development, and follows those processes. The budget development process is outlined in the Resource Allocation Handbook, which is updated and published each year. Members of the College Advisory Council and the Executive team review the Resource Allocation Handbook and Finance Committee Calendar. The College Advisory Committee incorporates faculty, staff, students, and management perspectives in reviewing institutional plans and budget development. The Governing Board conducts reviews by appointing a Board liaison to review the College mission, institutional goals, planned activities, and funding allocated to support those activities. Managers are provided timely notice and information to review budget allocation differences between years to year. However, the College maintains that the District needs to improve its business processes through the use of technology.

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

Supporting Evidence

- Resource Allocation Handbook
- Program Review Handbook
- Budget Justification Template
- Budget Award letter

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

Realistic Financial Assessments

The College establishes funding priorities in a manner that helps the institution achieve its mission and goals. The College’s planning incorporates and reflects a realistic assessment of financial resources available and the ability to develop financial resources to meet expenditure requirements. Institutional planning is guided by the College’s mission, vision, and strategic goals, which include promoting student success, expanding partnership with external communicates, enhancing employee development, fostering cultural competence, increasing campus safety, and expanding resource development [Strategic Goals]. Resource availability is communicated to each college within the District by the Vice Chancellor of Administrative Services through budget reports that include comprehensive budget assumptions, which are meticulously developed with an eye to realistic projections for all major sources of income and all anticipated expenditures. These assumptions are vetted five times per year with the District Budget Committee and reviewed by the Board of Trustees. The budget reports include a discount factor of expenditures in the out-years, knowing that current historical five year trend indicates that 98.52 percent of the budget is normally spent. Projections for salaries and benefits are developed and maintained by the District Office using software called Analytics. The District Budget Analyst communicates quarterly to the College a position control report that reflects all full-time salaries and benefits. The College’s business services office disseminates this information to all deans, managers and vice presidents [sample position control email]. Managers use this information to communicate to the business office if salaries and benefits are budgeted correctly and reflect the individuals in their area.

Budget development at the District level begins with the current year adopted budget as a base. Anticipated institutional budget augmentations are applied such as COLA, growth estimates, and anticipated changes in expenditures such as negotiated salary and step increases. One-time prior year adjustments are removed. (Refer to page 6 of III.D.1, Supporting and Sustaining Learning Programs), budget development at the College originates from Program Review. The Program Review process requires all departments and programs to identify resource needs for the development, maintenance, and enhancement of their programs and services. Items required and recommended through the Program Review process are forwarded to the Finance Committee for review and consideration for funding. Additionally each department prioritizes their budget request on a form provided by the Finance Committee [FC Budget Justification Template].

During the budget planning and allocation process, the Vice President of Administrative Services, who serves on the Finance Committee as an ex-officio member, communicates discretionary funding availability to the Finance Committee. The College uses Ellucian as the database for managing and tracking its resources. All managers and deans have access to the system to check and monitor their budgets. The Business Services office also provides managers with a monthly budget-availability report. [Budget-Availability Report]. Business Services also prepares a quarterly budget report that is presented to the District’s Budget Committee, and to the Board of Trustees at their public meeting. The quarterly report
provides information about the approved or adopted budget, the revised budget (which includes changes made to the budget by way of budget transfers), total expenditures, year-end estimated projections and next year’s projections. This information provides all individuals involved in institutional planning with accurate and ongoing budget information and anticipated fiscal commitments.

Development of other financial resources and partnerships are supported through the Business Services Office. Department units actively seek and apply for grants that support the goals of the College. The College now has two federal grants for Hispanic Serving Institutions (HSI). The grants are awarded in recognition of the efforts at the College to define problem areas that touch on national public policy topics identified by the federal government. The grants also recognize good planning by the College to address the problem areas. The grants are managed by the Director of METAS with direct support of College Fiscal Coordinator, a newly created position to support grants and categorical programs for the College. These new grants are integrated with plans across the College to promote greater success, particularly for Hispanic student groups who are underrepresented in higher education.

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

How Funding Priorities are Established to Achieve the Mission and Goals

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

In addition, the Academic Senate primarily conducts the process for hiring full-time faculty. Requests for hiring full-time faculty are made to the Academic Senate by each of the deans. The Senate then prioritizes the requests based on Program Reviews and the needs of the College. The Senate’s recommendations are forwarded to the President for final decisions on which faculty positions to hire during that fiscal year. It is important to note that the CEO and VPAS have made every effort to support the implementation of the staffing needs articulated by the Academic Senate.
The District allocates resources to the Colleges based on the resource allocation model [District-RAM]. As presented, it is built on a foundation of Board Principles that are updated each February at the Board Budget Study Session. These principles are based, at the highest level, on the mission, vision, and initiatives of the organization. The Board priorities are the basis for institutional planning, program initiatives and priorities which lead to fiscal decisions. Also referenced in the allocation model is adherence to the financial criteria established by the California Community College System.

Additionally, there is a very vibrant process of developing quarterly budgets reports that are reviewed by the District Budget Committee and ultimately presented to the Board of Trustees. This process includes meeting with each District department on a quarterly basis to review their current budget status and provide an opportunity for departments to identify additional needs. The reports and presentations are archived on the District’s website which includes the District Budget Committee agendas, meeting minutes, reports, and schedules.

As a Basic Aid District, final general fund unrestricted resources are known at the end of the fiscal year. The District receives several data points from the Santa Clara County Tax Collectors Office, traditionally beginning in August, with the final number being received at the end of the fiscal year. Thus income projections are constantly changing throughout the year.

Beginning in the spring, and prior to budget adoption in September, the Chancellor’s Cabinet, which includes the College Presidents and Vice Chancellors, reviews the resources that are available and projected to be available to assess allocation opportunities and to prioritize based on the Board standards that have been identified relative to the mission, vision, and the strategic directions of the organization. These allocation decisions may come in the form of a one-time resource or an on-going allocation to support specific college or district initiatives that best meet the organizational objectives.

Throughout the year there may be additional augmentations based on the availability of additional resources. Also part of this ongoing discussion includes consideration for negotiated settlements through collective bargaining.

In summary, the objective is to best meet the Board initiatives (aligned with the mission, vision, values, board budget principles, and board ends policies), allocate resources based on the planning and needs of the colleges and District, and maintain appropriate reserves and budget stability to ensure the integrity and effectiveness of financial operations.

Analysis and Evaluation

The College meets the standard. The College ensures that planning reflects a realistic assessment of financial resources available and the ability to develop financial resources to meet expenditure requirements. Financial resource availability, including current year financials and future year potential funding, as projected by the Chancellor’s Office, is assessed through review and discussion at the District’s Budget Committee and this
information is communicated back to the colleges by the College President and Vice President of Administrative Services.

Furthermore, the Academic Senate primarily conducts the process for hiring full-time faculty.
At this point, however, the college does not employ a process to determine managerial and classified staff hiring. In spring 2016, a Classified Senate was formed, and it is anticipated that the Classified Senate will conduct the process to prioritize classified staff hiring similar to the Academic Senate prioritizing faculty hiring. Additionally, it would be helpful if the College developed both a policy and administrative procedure that outlines these processes.

One challenge that is derived from the total budget allocation received by the College is that the allocation is very fixed since most of the allocation—97 percent—is for compensation that is directly related to AFT or CSEA Collective Bargaining Agreements. The 10 percent administrative expense provides a lean operational structure to manage a college. The three percent discretionary spending amount provides a minimal amount of funding to innovate or even create direct impact to student success, and part of that discretionary funding includes income earned by the College that is folded into the District General Fund.

Additionally, the Business Services Office provides managers with a monthly budget-availability report, prepares quarterly budget reports that is presented to the District’s budget committee and District Board. To improve the Finance committee process, business services plans on presenting the quarterly report to the Finance Committee before it is presented to the District Budget Committee. This process will support continuous oversight of the College budget process by the Finance Committee, not just during the allocation process.

While the District budget allocation model is based on Board priorities and principles that are based on institutional planning, program initiatives, and priorities that lead to fiscal decisions, and these priorities and principles are based on the mission, vision, and initiatives of the District, the College holds that the District process should be much more transparent. Currently, the College receives an allocation but the requests outlined in Program Reviews analyzed by the Finance Committee serves only as a local exercise to distribute a finite amount of discretionary funding. The College would like to be part of a rigorous long range planning exercise that will integrate student and service area outcomes and resource allocation for all entities receiving funding from the General Fund. The College also feels that the District may have resources committed to other entities such as the Workforce Institute that deduct valuable funds that would otherwise help the Colleges deliver instructional courses and services to improve institutional effectiveness and increase student success.

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

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

Evidence of Meeting the Standard

The District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to Federal programs. In planning and performing the annual audit, the District considers internal control over compliance.

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, the auditors perform tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. Below is what the audit statements have this to say about financial management:

“SJECCD complied, in all material respects, with the state laws and regulations referred for the year ended June 30, 2015. Further, based on our examination, for items not tested, nothing came to our attention to indicate SJECCD had not complied with the state laws and regulations.”

“During our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.”

“We identified a deficiency in internal control that we communicated to management as identified in the Schedule of Audit Findings and Questioned costs as finding 2015-001.”

“The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.”

“In our opinion, SJECCD, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015”
“We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.”

Audit findings are communicated to the Audit Committee, the Board of Trustees, the Chancellor’s Cabinet, Citizens Bond Oversight Committee (CBOC), and the Retirement Board of Authority (RBOA), and are posted on the District website. Any findings, as they are identified, are immediately discussed with the appropriate District or College manager, and immediate corrective actions are implemented and documented. The result of these efforts is evidenced in each annual financial audit, “Status of prior year findings and recommendations.” In all subsequent years, all prior year findings have been corrected to the satisfaction of the independent auditors.

Proper Authorization of Transactions

The College and the District take a proactive approach to prevent invalid transactions from occurring by ensuring that proper authorizations are in place. According to Board Policy 6100, the Board of Trustees delegates the Chancellor or designee the authority to supervise the general business procedures of the District (including the College) to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets. The College has the authority to make decisions regarding purchases that are below the statutory bid limit for public works and non-public works goods and/or services. The College also has the authority to make procurement decisions regarding textbooks, library books, educational films, audiovisual materials, workbooks, instructional computer software packages, and periodicals. As evident in Administrative Procedure 610, when transactions exceed the statutory bid limit for public works, the dollar limits established in the Public Contracts Code, the Education Code or other laws pertaining to the taking of competitive bids, the VCAS may contract for goods, services, equipment and rental of facilities. At the College level, all request for purchases are initiated at the department level and approved by the dean or manager. All request for purchases are approved by the VPAS or designee (Business Services Supervisor) and then forwarded to the District Office purchasing department for approval and conversion into a purchase order.

The College also has multiple sign-offs on transactions such as payment of vendor invoices, budget transfers, journal entries, and employee reimbursements. All such transactions are approved by the department manager and the VPAS or designee (Business Services Supervisor) and then forwarded to the District Office accounts payable department for payment. At the District level, there is another layer of approval by the Executive Director of Fiscal Services or the Controller.

Separation of Duties
The College’s processes and procedures are designed such that no individual has sole control over the lifespan of a transaction. That is, one person cannot initiate, record, authorize, and reconcile a transaction. This system reduces the opportunities for one person to be in a position to both perpetrate and conceal errors or irregularities in the normal course of duties. At the College, duties are separated by department or by individuals within a department. This reduces the level of risk associated with a transaction. The responsibility of authorizing transactions lies with the Colleges, while the District Office records the transaction in the accounting system.

**Analysis and Evaluation**

The College meets the standard. The College’s financial and internal control mechanism is appropriate to assure financial integrity and the responsible use of financial resources. Firstly, the College’s financial and internal control systems are evaluated and assessed regularly. Its documented signature authority creates an expectation of responsibility and accountability. The authority to execute a specific transaction is achieved by both wet signatures, email approval, or system generated authority. Policies and procedures within the college evidently ascertain which individuals have authority to initiate, submit, reconcile, or approve different types of transactions.

Secondly, through the Deans Academy conducted every year by the Vice President of Academic Affairs, deans and managers are informed of their responsibilities related to departmental procedures. This training encourages a good internal control system. Finally, the separating of duties by department or by individuals within a department reduces the level of risk associated with a transaction.

Although the separation of duties and approval of transactions provides sufficient controls, it’s important to realize that once budget allocations are adopted, according to ACCJC, the College CEO and his/her staff should be ultimately responsible for approving and using those funds according to rules and regulations that would not compromise the College. Currently all transactions are approved and sanctioned by Fiscal Services, minimizing the value or relevance of the College’s decision making processes for those transactions. Some forms that are duly signed and approved by the President and VPAS following the delegation of authority are challenged and in cases not processed. The reason for the delegation of authority and the existence of these senior roles in the organization is to comply with IV.D.4. The College believes that there should be more discretion granted to the Colleges to manage the adopted budget, including actively managing vacancy savings to cover other needs, and to enter/process any transactions required to move funds within the same major object code to make the operation more effective. The College also believes that valuable administrative resources can be refocused to more value added tasks if the system (Datatel/Ellucian) can improve the current practice to check for available budgets at the General Ledger account string level, which forces departments and multiple individuals to manually process, file, track, trace, and follow up on hundreds of budget transfers. This process results in delays in the accounts payable process and with negative effects with vendors and staff morale.
In many cases departments have experienced long processing time due to volume, staffing limitations, or because the processes are manual and therefore result in significant delay/aging of payments. The delays result in accounts put on hold and also requires that staff/faculty and others work extra hard to make the payment current. Some of the reasons for the delay could be solved by points previously mentioned such as balance checks at the major object code, or by having quick BTs approved by the College business services department.

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

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

Supporting Evidence

Maintaining effective internal control over compliance
Audit Committee
Annual financial audit
General business procedures
District Resource Allocation Model
Board Docs
Board Study Session materials

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College depends on its institutional mission and goals as a basis for financial planning and allocation and to ensure appropriate use of its resources to support student learning programs. The College Business Services Office is responsible for coordinating the development of the College’s annual budget. The College’s budget process for non-salaries and benefits is very legitimate and includes all constituencies. The creation of the budget originates from information embodied in the department’s Program Reviews, which are
focused on student learning outcomes. The link to Program reviews budget request from the various departments also link to the College’s strategic planning and institutional goals.

The College uses Colleagues Web UI to monitor budget, and all department heads have access to their various budgets. The Business Services Office is responsible for ensuring that the budget is executed as planned. When Budget priorities change, the various departments submit budget transfers. The District Fiscal Services is the custodian of the entire District budget and all transactions initiated by the departments are recorded by the District Office as represented in the adopted budget. To assure that the financial and budget reports reflect appropriate use of financial resources, the Board of Trustees oversees the District budget processes and engages an independent certified public accounting firm to perform annual audits of the District’s financial statements.

Throughout the year the District Budget Committee receives extensive budget detail in the form of quarterly reports, plus the tentative budget and adopted budgets prior to presentation to the Trustees. During these District Budget Committee meetings, assumptions are discussed and carefully reviewed, as they are foundational to current year projections and future year estimates. As a group the District Budget Committee does a page-by-page review of the significant line items and supporting documents. This process includes a full vetting that includes feedback and periodic adjustments where appropriate. Following this process the Board of Trustees receives each of these reports knowing that they have been thoroughly vetted by the District Budget Committee. When the quarterly reports and tentative and adopted budgets are presented to the Board of Trustees, they are done so with the support of the District Budget Committee. This support represents the constituent group validation of both the credibility and accuracy of the information as it is presented.

Independent financial auditors present the annual audit reports of the District to the Audit Committee. The Audit Committee is a standing sub-committee of the Board of Trustees and includes three members of the Board, one member serving as the Chair. Staff that supports the audit committee includes the Vice Chancellor of Administrative Services, the Executive Director of Fiscal Services, and the District Controller.

The Audit Committee is properly noticed and is an open public meeting. The Audit Committee typically meets twice each year. In the spring prior to interim fieldwork, the Audit Committee reviews the audit preliminary audit plan and discusses any areas of particular interest and concern providing specific direction to the independent auditors. After the interim and final fieldwork are completed in the fall, the auditors prepare their draft audit reports for a comprehensive review by the Audit Committee, typically in November. Upon Audit Committee discussion, recommendation and acceptance the audit reports are finalized for presentation. At a subsequent Board of Trustee meeting either in December or January, the independent auditors present their financial reports for discussion followed by acceptance of the full Board.

Over the past six years the audit results for all funds and programs have received unmodified opinions with very few findings and recommendations for system improvements. Anytime the auditors identify a weakness or area for improvement, corrective action is immediately
taken and the deficiency is cleared. This is substantiated by the auditor’s review of prior year findings and recommendations that demonstrate that corrective actions were indeed taken and that the recommended improvements have been implemented.
## Summary of Audit Reports from 2009 to 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Report on Compliance with State Laws and Regulations</th>
<th>Report on Internal Control over Financial Reporting</th>
<th>Report on Compliance with each federal program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td><strong>Findings</strong>&lt;br&gt;Census rosters selected for review were not located.</td>
<td><strong>Findings</strong>&lt;br&gt;Segregation of Duties – Human Resources and Payroll</td>
<td><strong>No Findings</strong></td>
</tr>
<tr>
<td>2010</td>
<td><strong>No Findings</strong></td>
<td><strong>No Findings</strong></td>
<td><strong>Findings</strong>&lt;br&gt;(Information on the NSDL website was not updated timely)&lt;br&gt;&lt;br&gt;<strong>Status:</strong> Auditor’s recommendation to develop a tracking system for timely reporting has been implemented</td>
</tr>
<tr>
<td>2011</td>
<td><strong>Findings</strong>&lt;br&gt;(Contact hours in CCFS-320 Report overstated, Contact hours in CCFS-320 Report misstated)</td>
<td><strong>Findings</strong>&lt;br&gt;(Student Clubs not utilizing receipt books for cash collection. balances of stale-dated vendor and payroll checks not examined periodically,</td>
<td><strong>No Findings</strong></td>
</tr>
<tr>
<td>2012</td>
<td><strong>Finding</strong>&lt;br&gt;(CARE Program did not have a second advisory committee)</td>
<td><strong>Findings</strong>&lt;br&gt;(Long-term liability recorded in general fund, Retention liability not recorded, lottery revenue not recorded in the period earned, no secondary review of schedule of expenditures)</td>
<td><strong>No Findings</strong></td>
</tr>
<tr>
<td>2013</td>
<td><strong>No Findings</strong></td>
<td><strong>No Findings</strong></td>
<td><strong>No Findings</strong></td>
</tr>
<tr>
<td>2014</td>
<td><strong>Finding</strong>&lt;br&gt;(FTES CCFS-320 Report; Overstated Instructional Aid Salaries- No Adverse impact on 50% law)&lt;br&gt;&lt;br&gt;<strong>Status:</strong> Auditor’s recommendation to ensure proper classification of prior year’s construction costs capitalized in current year.</td>
<td><strong>Finding</strong>&lt;br&gt;Prior year’s construction costs capitalized in current year.</td>
<td><strong>No Findings</strong></td>
</tr>
</tbody>
</table>

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**Note:**
- Findings indicate areas where compliance with laws, regulations, or internal controls failed.
- No Findings indicate that no issues were identified in the specified areas.
In May 2016, Moody’s Investors Service and Standard & Poor’s conducted an additional independent assessment of the District’s financial standing and credibility. Standard & Poor’s provided one of the top credit ratings among California Community College Districts with an AA/Stable rating and Moody’s reaffirmed at Aa1. Standard & Poor’s said, “The stable outlook reflects our view of the district’s strong financial position and strong momentum in tax base growth, which should translate into continuing operating income growth. We do not anticipate changing the rating during the two-year outlook timeframe.” Moody’s Investors Services report stated, “The district benefits from a very strong management team that has maintained a sound financial position, and reserves should remain stable in the near-term give the district’s Basic Aid designation and the district’s financial policies.”

**Analysis and Evaluation**

The College meets the standard. Financial documents, including the budget, have a high degree of credibility and accuracy, and from the District’s standpoint, these documents reflect appropriate allocation and the use of financial resources to support student learning programs and services. There is opportunity for the College and the District to develop a resource allocation model that better integrates the College’s perspectives on budget needs. These budget needs originate from the department’s Program Review.

The Chancellor's Cabinet has engaged in an extensive discussion about the current resource allocation model, focusing on the importance of having a student centered model and process, as supported by the Board Principles adopted on February 23, 2016. Many of the elements of responsible resource management are reflected in the adopted Budget Principles. One of those Principles is to "develop a new District Budget Allocation Model." To that end, the District has engaged a consultant to facilitate additional due diligence in the following areas:

<table>
<thead>
<tr>
<th>2015</th>
<th>Finding</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Reporting error - Concurrent Enrollment FTES CCFS-320 Report)</td>
<td>(Reporting error on Annual Financial and Budget Report - CCFS-311)</td>
</tr>
<tr>
<td>Status: Corrected immediately and auditor’s recommendation to ensure compliance has been implemented.</td>
<td>Status: Corrective action plan to validate report back to source document has been implemented.</td>
<td>No Findings</td>
</tr>
</tbody>
</table>
• Assist the District in identifying perceived issues with the current District financial resources allocation model.
• Identify the criteria SJEECCD believes should be used to judge the effectiveness of its allocation model.
• Identify characteristics of a SJEECCD financial resource allocation model that better meets the needs of the District and its Colleges.
• Meet with District and College Constituent and Leadership groups to receive input and test alternatives.
• Identify allocation model "best practices" among California multi-college community college districts.
• If appropriate, work with District and College Staff to model alternatives.
• Develop Allocation Model finding and recommendation(s).
• If required, and change is warranted, work with District Staff to develop an implementation plan and schedule.
• Attend College and/or District meetings as requested.

Some initial suggestions that have been offered by the College constituencies for consideration as part of the new allocation model are:

• Define base income based on FTEs and determine some sort of incentive for entities that become more effective.
• Define metrics; define targets and goals for all departments to make the connection between budgets and an operational plan that can be measured.
• Evaluate discretionary accounts, there may be expenses that should be charged to District Wide when those are direct basic college costs to have a viable operation – example pest control, hazmat material removal, grounds maintenance supplies and equipment.
• Income generated from leasing office facilities should go to general fund and should be maximized to ensure the district does not subsidize rental fees for class A office space.
• College budget provided from general fund should be clearly defined as additional to funds self-generated by the College either thru matriculation, fees, grants, or services.
• The College should be able to move budgets within the adopted budget as long as those remain in the same major object code to create execution capabilities that will result in a more effective and timely use of the funds.
• Program Reviews should be used to justify the availability of funding in all entities/departments; the cost of operation of District services should follow best practices for shared services divisions.
• Salary resets should remain within the entity where the budgets originated. It’s important to note that the staffing composition of the college is different to other entities (number of employees and tenure). For example, if a faculty member retires after 20 years of service, the pay differential should serve the College for other purposes such as commingling those savings to fund a lower level position; currently at the start of each fiscal year, the position is reset to an agreed step/column.
• Redesign efforts to increase headcount for the college should be sufficient to support all operations considering comparable effort/staffing levels of comparable Basic Aid
support functions, for example high demand functions such as custodial, grounds, and technology support should be staffed at levels to provide academic and operational support.

- Have the colleges realize the income generated through the international student fees with a reasonable split of 25 percent to cover support services functions and 75 percent to remain at the discretion of the College’s CEO.
- Consider a model that takes into account the total funding per college based on number of faculty, (PT and FT), classified staff, administrators, cost of CTE programs (staff and equipment, supplies), and cost of programs (i.e. athletics has a higher cost than most programs; DSPS has a high cost).
- The College should not affect its Fund 10 allocation to backfilling costs for categorical programs when a faculty member goes on sabbatical.
- The operational cost to support categorical funds imposes pressure on the College’s fund 10 and staff. For example, a salary increase negotiated only augments Fund 10 positions. For categorical funds, the College is responsible to make up for any deficit from Fund 10.
- Indirect cost and administrative funds available from programs and grants should support the entities running the operation where the effort and expenses reside.
- “Lights on” costs should be clearly defined, differentiated and funded as part of the Total Cost of Operation to clearly determine what funds are truly discretionary funds.

The College feels that in making these considerations, as part of a new budget allocation model, it will enhance the College’s ability to manage operations in a more strategic way. The flexibility that these recommendations would create, will allow us to make a connection between service area outcomes, resources, and student academic progress, retention, transfers, and graduation.

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

**Supporting Evidence**

- Program reviews
- Adopted budget
- Audit Report

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

**Evidence of Meeting the Standard**

Each year the District undergoes an annual audit by an independent and external auditor to ensure that the district is in compliance with federal and state regulations and guidelines and that practices are in accordance with the generally accepted accounting principles [BP 6400;
California Education Code 84040(b). The Board of Trustees approves an auditor who is a certified public accountant for a contract period not to exceed five years [AP 6400; California Education Code 84040(b) 81644].

Importantly, the audit includes all funds under the control or jurisdiction of the District, identifies all expenditures by source of funds, contains a statement that the audit was conducted pursuant to standards and procedures developed in accordance with Education Code Section 84040.5, and contains a summary of audit exceptions and management recommendations. Audit reports must be presented to the Board and submitted to the state Chancellor's Office by December 31.

Audits have been conducted for each year since the last accreditation site team visit. The auditor issues three reports: Report on compliance with state laws and regulations, report on internal control over financial reporting and on compliance on other matters, and a report on compliance with each federal program. The reports for the last audits are the following: SJECCD Financial Audit 6/30/2009, SJECCD Financial Audit 6/30/2010, SJECCD Financial Audit 6/30/2011, SJECCD Financial Audit 6/30/2012, SJECCD Financial Audit 6/30/2013, SJECCD Financial Audit 6/30/2014, and SJECCD Financial Audit 6/30/2015.

The District’s interim audit begins in the spring with a site visit from the independent external auditors who evaluate for systems, processes, and internal controls (compliance), in preparation for the annual audit in the fall, during which exhaustive testing is performed for both financial and performance standards.

The Board has a standing Audit Committee that meets each spring prior to the auditors coming on site for their fieldwork. This Board-subcommittee reviews the new standards with the auditors and provides any specific direction, concerns or any additional field-testing that they desire. When the auditor’s fieldwork is completed, the Board Audit sub-committee reconvenes to review the draft audit and hear a comprehensive report from the auditors, including:

- Financial performance
- Compliance
- Internal controls
- Management relations
- Findings and recommendations

Following the sub-committee input and direction, the draft audit is completed and presented to the full Board for acceptance at the following December or January Board meeting.

In the spirit of transparency, the Board and the Chancellor have an additional agreed-upon procedure with the District’s external independent auditor to review and provide a subsequent report on their discretionary expenses.

Throughout the year, the Board receives multiple presentations describing quarterly budget, tentative budget, and the budget as it is prepared for adoption. In addition, each February,
the Board conducts a budget study session to provide direction to the Chancellor on program initiatives that they desire to be funded. As previously described, as a Basic Aid District primarily dependent upon property taxes, revenue information becomes known throughout the year. Periodically, if new resources become available, either in one-time money or in an on-going way, the Board, based on the guidance provided by the Chancellor, will allocate additional funding to the colleges.

Periodically, the Board reviews a comprehensive dashboard that identifies organizational performance standards. Performance relative to these standards becomes the basis upon which the trustees provide guidance and funding direction to the Chancellor.

Analysis and Evaluation

The College meets the standard. The College and the District take a proactive approach to ensure that College responses to external audit findings are comprehensive, timely, and communicated appropriately. As soon as the District is made aware of audit findings, such findings are communicated to the respective managers and department staff. The situation is discussed immediately and guidance provided on appropriate corrective actions.

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

Supporting Evidence

BP 6400
AP 6400
California Education Code 84040(b)
California Education Code 84040(b) 81644
SJECCD Financial Audit 6/30/2009
SJECCD Financial Audit 6/30/2010
SJECCD Financial Audit 6/30/2011
SJECCD Financial Audit 6/30/2012
SJECCD Financial Audit 6/30/2013
SJECCD Financial Audit 6/30/2014
SJECCD Financial Audit 6/30/2015
Audit Committee
Comprehensive dashboard
**III.D.8** The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

**Evidence of Meeting the Standard**

*Internal Control - Proper Authorization of Transactions*

The College and the District takes a proactive approach to prevent invalid transactions from occurring by ensuring that proper authorizations are in place. According to Board Policy 6100, the Board of Trustees delegates the Chancellor or designee the authority to supervise the general business procedures of the District (including the College) to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of asset. The College has the authority to make decisions regarding purchases that are below the statutory bid limit for public works and non-public works goods and/or services. The College also has the authority to make procurement decisions regarding textbooks, library books, and educational films, audiovisual materials, workbooks, instructional computer software packages, and periodicals. As evident in Administrative Procedure 6100, when transactions exceed the statutory bid limit for public works, the dollar limits established in the Public Contracts Code, the education Code or other laws pertaining to the taking of competitive bids, the VCAS may contract for goods, services, equipment and rental of facilities. At the College level, all request for purchases are initiated at the department level and approved by the Dean or department/budget Manager. All request for purchases are approved by the Vice President of Administrative Services or designee (Business Services Supervisor) and then forwarded to the District Office purchasing department for approval and conversion into a purchase order that is then issued to the supplier.

The College also has multiple sign-offs on transactions such as payment of vendor invoices, budget transfers, journal entries, and employee reimbursements. All such transactions are approved by the department manager and the VPAS or designee (Business Services Supervisor) and then forwarded to the District Office accounts payable department for payment. At the District level, there is another layer of approval by the Executive Director of Fiscal Services or the Controller.

*Separation of Duties*

The College’s processes and procedures are designed such that no individual has sole control over the lifespan of a transaction. That is one person cannot initiate record, authorize and reconcile a transaction. With this system, it reduces the opportunities for one person to be in a position to both perpetrate and conceal errors or irregularities in the normal course of his duties. At the College, duties are separated by department or by individuals within a department. This reduces the level of risk associated with a transaction. The responsibility of authorizing transactions lies with the college, while the district office records the transaction in the accounting system.
Analysis and Evaluation

The College meets the standard. The College’s financial and internal control systems are evaluated and assessed regularly. Its documented authority creates an expectation of responsibility and accountability. The authority to execute a specific transaction is achieved by both wet signatures, email approval or system generated authority. Policies and procedures within the college evidently ascertain which individuals have authority to initiate, submit, reconcile, or approve different types of transactions.

Through the Deans Academy conducted every year by the Vice President of Academic Affairs, deans are informed of their responsibilities related to departmental procedures. This encourages good internal control system. More training is required to ensure that Deans have first-hand knowledge of the transactions being initiated and approved, and that they review supporting documentation to verify the validity and appropriateness of transactions.

Separating duties by department or by individuals within a department reduces the level of risk associated with a transaction. As in other cases of processes that generate high volumes of transactions, technology should be implemented to establish workflows and electronic approvals instead of the manual signatures and sign offs.

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

Supporting Evidence

AP6100
Statutory bid limit
Deans Academy

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

Evidence of Meeting the Standard

The College assures that the flow of cash in its financial system meets regular needs and has established plans to address emergencies and unexpected events. Cash flow management and projections is the District’s responsibility. The District prepares and monitors cash flow projections on a monthly basis to determine deficiencies or excesses in cash from that necessary for operations during the year. This is evident by the cash flow worksheet. When deficiencies are identified, the District participates in Tax and Revenue Anticipation Notes (TRANs), issued to eliminate cash flow deficiencies that result from fluctuations in revenue receipts and expenditure disbursements. These are short-term debt instruments, which are general obligations of the District and are payable solely from revenues and cash receipts generated by the District. As evident in the District’s Cash flow statement, summarized
below, the District cash inflow has increased from 2013. The primary driver for the decrease in cash at June 30, 2015, was the expenses associated with capital outlay projects funded by the Measure G 2004 and Measure G 2010 bonds funded by proceeds from debt issued prior to Fiscal Year 2014-2015.

Correspondingly, the District’s need for temporary borrowing (TRAN) to smooth cash flow has steadily decreased to a point whereby it did not need to borrow funds in fiscal year 2015-2016, as compared to fiscal year 2014-2015 when it borrowed $3,000,000. The borrowings for the previous three years were 2013-2014 $7,000,000; 2012-2013 $10,000,000; and 2011-2012 $15,000,000.

The District’s Unrestricted General Fund provides the resources necessary to sustain the day-to-day activities of the District and pays for most faculty, staff, administrative, and other operating expenditures. Property tax receipts are the main revenue driver for basic aid districts, and the District’s property taxes has continue to grow significantly over the last couple of years. The District realized a 12.7 percent increase in local property taxes in Fiscal Year 2013-2014, a 10.3 percent increase in fiscal year 2014-2015, and is currently estimated to receive an increase of four percent in fiscal year 2015-2016.

The following chart describes the strength and stability of the institution’s historical reserve balances from unrestricted general funds.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Statewide Average</td>
<td>18.70%</td>
<td>17.10%</td>
<td>17.60%</td>
<td>17.50%</td>
<td>17.60%</td>
</tr>
<tr>
<td>Basic Aid Average</td>
<td>15.80%</td>
<td>15.80%</td>
<td>17.30%</td>
<td>21.00%</td>
<td>21.90%</td>
</tr>
<tr>
<td>Bay 10 Average</td>
<td>16.50%</td>
<td>16.80%</td>
<td>17.70%</td>
<td>19.70%</td>
<td>19.80%</td>
</tr>
<tr>
<td>SJECCD</td>
<td>10.70%</td>
<td>12.30%</td>
<td>15.10%</td>
<td>16.20%</td>
<td>12.90%</td>
</tr>
</tbody>
</table>

As reflected in the above chart, the District has a long history of maintaining a stable fund balance and sound fiscal management. The District has maintained a healthy fund balance and sufficient cash reserves through careful planning and fiscal management. The Board ensures compliance with the State Chancellor’s Office’s directive to maintain a minimum reserve equal to five percent of the general fund budget.
Risk Management

In addition to fiscal prudence, the District maintains a comprehensive insurance plan supporting its risk management policies. The District has allocated sufficient resources for its insurance program and is adequately self-insured through its participation in two Joint Powers Association with other Community College Districts.

Property and Liability Insurance

The District’s Liability coverage (including Employment Practices Liability) has a combined single limit of $50 million; Property coverage with a combined single limit of $2.25 million; Crime coverage with a per occurrence limit of $5 million; and, Cyber Liability coverage with a $5 million aggregate limit. The District is able to track and monitor claim activity through online reports that reflect paid Loss, incurred Expenses, and Reserves for all open and closed claims. The JPA performs an annual Property & Liability inspection and issues a report of its findings with recommendations to reduce risk at the College. The JPA also conducts an annual Hazardous Materials Survey and Inventory of the College that includes recommendations regarding compliance and risk reduction.

Worker’s Compensation Insurance

The District’s Worker’s Compensation coverage has limits of $155,000,000, and Employer’s Liability coverage with limits of $1 million per accident or disease. The District is able to track and monitor claim activity through online reports that reflect paid Loss, incurred Expenses, and Reserves for all open and closed claims. The JPA hires a Safety Coordinator who assists the District with employee safety training on an as needed basis as determined by compliance needs and claim activity.

Risk Management Policies

The District Contracts and Risk Manager assist and oversee the College in efforts to reduce risk in areas such as Facilities, Student Services, Health Services and Athletics. Since the Contract and Risk Manager position was created in August 2015, progress has been made to standardize risk management practices at the College related to incident reporting, and use of Waivers for student field trips and on campus events, as well as for volunteer activities. A District Safety Committee was recently formed, which will include College representation, and will serve to improve communication of risk management policies and practices between the District and the College. The District Safety Committee is tasked with identifying areas where further employee training is needed to ensure a safe work environment, and provide such training so that employees are informed as to best safety practices tailored address those issues in each unique department.

The District recently updated its emergency operations plan and is in the process of continuing training of its emergency response teams. These include an EOC activation exercise, fire drills, and SEMS and NIMS trainings offered District wide.
Analysis and Evaluation

The College meets the standard. The District as a whole has sufficient cash on hand to meet its daily operational obligations and also withstand unexpected challenges. The College has had no difficulty in making payroll, currently or in the recent past. The College is not falling behind, and is not using funds restricted to a specific program to support core operations. However, the College is operating on minimal operational budget (three percent of its allocation). Despite the District’s strong financial condition, the operating budget for the College has plateaued over the past years. There is an opportunity for the College and the District to agree on a resource allocation model that integrates the College’s perspectives on budget needs.

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

Supporting Evidence

Cash flow worksheet
Tax and Revenue Anticipation Notes (TRANs)
District’s Liability coverage
Worker’s Compensation coverage
District Safety Committee
Emergency operations plan
Sufficient cash on hand

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

Evidence of Meeting the Standard

The College has a system of review and evaluation that manages and cross-checks Title IV matters, externally funded initiatives, contractual relationships, auxiliary organizations or foundation operations, and institutional investments and assets.

Effective Oversight

To ensure effective oversight, an external auditor audits the District and the College annually. The audits are performed to conform to the generally accepted accounting principles (GAPP). The Office of VPAS provides leadership in the administration and funding of college financial and administrative matters. Reporting to the VPAS is the Business Services Office that performs a wide variety of accounting, budget, audit and cash control functions associated with College funding and handles budget line management and financial reporting.
The largest component of the District’s total revenue is the receipt of local property taxes, with 61.53% of total revenue coming from this source.

**Grants and Externally Funded Programs**

Federal grants and contracts comprise 14.72 percent of total sources of funding, and represent primarily student aid. At the College, these grants are accounted for in a separate fund, and monitored by the College Fiscal Coordinator under the supervision of the Business Services Supervisor. The College Fiscal Coordinator is responsible for the accounting and management of grant funds to ensure the programs maintain compliance with Federal and State guidelines and agency requirements; contributes to pre-award budgeting; monitors and reports post-award revenue and expenditures; facilitates financial audits. The **FY 14-15 CalWorks Audit**, conducted by an internal auditor from the Santa Clara Office for the CalWorks program, indicated that the college is in compliance with all contract requirements for the program.

**Financial Aid**

The Financial Aid Office under the supervision of the director establishes and maintains systems and procedures to support eligibility, certification and oversight of financial aid programs. The financial aid programs are administered in accordance with policies and procedures established by Title IV. Every year the District’s independent auditors audits the College compliance with the types of compliance requirements described in the OMB Circular A-133 Compliance Supplement. The auditor’s opinion in FY2014-2015 was that the District complied, in all material respects, with the types of compliance requirements referred in **OMB Circular A-133 Compliance Supplement** that could have a direct and material effect on each of its major federal programs.

**Analysis and Evaluation**

The College meets the standard. The College has a system of review and evaluation of programs that allows for effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. All College fundraising activities are under the District’s Foundation supervised by the Institutional Advancement Officer.

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

**Supporting Evidence**

- **FY 14-15 CalWorks Audit**
- **OMB Circular A-133 Compliance Supplement**
**III D.11** The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

**Evidence of Meeting the Standard**

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

**Description**

The District has an [integrated budget planning system](#) that takes into consideration both short-term and long-term financial issues. The District creates comprehensive revenue and expenditure projections on a regular basis that are used for budget planning, resulting in a culture of fiscal responsibility and solvency. The first step to ensure that the District maintains financial solvency is by ensuring that all obligations are identified with accurate valuations. The District systematically identifies and evaluates its obligations on an annual basis.

**Board Budget Study Session**

Each year the Board of Trustees conducts a public [Budget Study Session](#) at their February meeting. The District’s financial status is reviewed at length. A comprehensive power point presentation is provided that:

1. Includes a financial overview, with both past and projected financial data.
2. Provides a discussion about recent funding priorities and decisions made.
3. Presents comparative data points about our financial standing relative to statewide averages and California community college norms.
4. Addresses any funding opportunities, issues or financial uncertainties.
5. Presents current Board of Trustee Budget Principles for review and update.

**Key Principles adopted by the Board relative to this sub-standard include:**

1. Principle 1: Trustees to provide the Chancellor and staff with policy framework for managing an “appropriate” fund balance & structural balance.
2. Principle 4: Distinguish between on-going vs. one-time savings and needs.
3. Principle 6: Seek efficiencies and revenue opportunities
4. Principle 8: Maintain a minimum 7 percent unrestricted general fund reserve.
5. Principle 9: District Stabilization Fund, Board authority required to access, access during economic downturns, replenish in healthy fiscal times, at fiscal year-end, transfer up to $500,000 of one-time money, when the general fund balance finishes above 10 percent.

7. Principle 11: Property tax projections will be based on 3.5 percent growth and will be adjusted each period based on the County Tax Collector updates.

8. Principle 12: Adopted budgets and quarterly reports will include long-term revenue and expenditure forecasts, enrollment experience, and financial risk analysis.


10. Financially plan and budget for total cost of ownership, including building-related expenses and program-related expenses.

These Board Principles and the District’s associated financial performance demonstrate an understanding at the highest level of the importance of maintaining short and long range solvency and stability.

Financial Management throughout the Year:

1. The District provides quarterly budget reports that include year-end projections. These reports are reviewed by the District Budget Committee and presented to the Board of Trustees by the VCAS. In addition to these quarterly budget reports the District provides the tentative budget as well as the adopted budget so in essence there are five reports per year that speak to the district’s financial status.

2. Part of this process is to reevaluate assumptions and adjust projections based upon those revised assumptions.

3. The District also updates on a monthly basis its cash-flow and projects current year and one additional year. This also meets the long-term objective.

4. Given the Districts basic aid status, the district meets with the Santa Clara County representatives on a quarterly basis to discuss property tax receipts.

5. Budget reports also include projections for the unrestricted general fund for the three subsequent years. These reports include all funds for the District.

6. The conservative nature of our budgeting on the revenue side, 3.5 percent property taxes, coupled with realistic expenditure projections, such as STRS & PERS increases, HW increases, and step and column movement, create an environment of conservative careful planning.

7. Repayment of the 2004 and 2010 General Obligation (GO) Bonds and the Other Post-Employment Benefits (OPEB) Bonds account for the largest of the long-term obligations of the District. All of these long-term obligations are planned into the budget and reported in the financial statements and are accounted for in the Long-Term Debt Service Funds. The GO Bonds issued pursuant to the 2004 and 2010 elections for the purpose of capital outlay construction and renovations of buildings, are the largest of these repayment obligations, amounting to $602,424,045 as of June 30, 2015 and are secured by the District’s robust assessed valuation. The refunding of these bonds over the past two years has saved the taxpayers approximately $30 million.

The District has an adequate allocation of financial resources to ensure the payment of its liabilities, and appropriate funds/reserves to address long-term obligations. Adopted budgets and quarterly reports include long-term revenue and expenditure forecasts, and financial risk
analysis. The District performs an actuarial analysis on its OPEB obligation biennially. In addition, the District produces monthly cash flow reports and a projection for the subsequent fiscal year. All of the District's resources are analyzed before any allocations are made to the College. The GO Bonds are repaid from the ad valorem property taxes.

Property and Liability Insurance

The District has allocated appropriate resources for Property and Liability, including Employment Practices Liability insurance, which responds to covered claims brought against the District. The District is self-insured and participates in a Joint Powers Association with other Community College District members. The District’s Liability coverage has a combined single limit of $50 million; Property coverage with a combined single limit of $2.25 million; Crime coverage with a per occurrence limit of $5 million; and, Cyber Liability coverage with a $5 million aggregate limit. The District is able to track and monitor claim activity through online reports that reflect paid Loss, incurred Expenses, and Reserves for all open and closed claims.

Worker’s Compensation Insurance

The District has allocated appropriate resources for Worker’s Compensation and Employer’s Liability insurance, which responds to covered claims brought against the District. The District is self-insured and participates in a Joint Powers Association with other Community College District members. The District’s Worker’s Compensation coverage has limits of $155,000,000, and Employer’s Liability coverage with limits of $1 million per accident or disease. The District is able to track and monitor claim activity through online reports that reflect paid Loss, incurred Expenses, and Reserves for all open and closed claims. The JPA hires a Safety Coordinator who is able to assist the District with employee safety training as needed based on claim activity.

Analysis and Evaluation

The College meets the standard. The College plans financially for short-term and long-term planning focusing on Program Review and annualized budgeting and also for institutional goal attainment. As part of the District’s budget process, revenues and expenditures projections are made over a long-term period, using assumptions about economic conditions, future spending scenarios. The District’s Budget Committee reviews these assumptions before they are presented to the Chancellor and to the Board of Trustees. As evident in the VCAS letter to the Chancellor at the beginning of every fiscal year, the District aligns its long-term financial planning and capacity with long-term service objectives such as Board Initiatives priorities and efforts; Board Ends and Student Success and Access Enhancement strategies and funding efforts; Collective Bargaining efforts etc.

The District has plans for payment of long-term liabilities and obligations. The District maintains a maturity schedule of all its General Obligation Bonds governed by Proposition 39. In the long run these liabilities are funded through a property tax assessment, as these bonds were voter approved. Over the past two years, the District has refunded some of its
General Obligation Bonds, and saved the taxpayers millions of dollars. This demonstrates the District’s awareness and sensitivity not only to its liabilities but the burden on the taxpayer.

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

**Supporting Evidence**

- Integrated budget planning system
- Budget Study Session
- Board Principles
- Quarterly budget reports
- Long-Term Debt Service Funds
- Employment Practices Liability insurance
- Worker’s Compensation
- Employer’s Liability insurance
- General Obligation Bonds governed by Proposition 39
- District Budget Committee Meeting Minutes
- FY2015-2016 Adopted budget
- FY2014-2015 Audited Financial Statement

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

**Evidence of Meeting the Standard**

*OPEB*

The OPEB Trust Fund was established after the sale of OPEB Bonds to fund the GASB 43/45 Actuarial Valuation of Post-retirement Employee Benefits estimated at $47,719,500 at June 30, 2007. The closing of the District’s OPEB Bond was May 14, 2009, with an expense rate fixed at 4.62 percent with a swap rate at the end of the third year at 4.239 percent.

In May 2012, the District refinanced the OPEB bonds locking in an “all-in interest” rate of 5.239% for 15 years. The Retirement Board of Authority, consisting of nine members including faculty, classified staff, and administrators, oversees the OPEB Trust Fund. In fiscal year 2014-2015, the cost of retiree benefits was $3.4 million, which was entirely funded by the OPEB Trust Fund. The debt service on the OPEB Bonds for this same fiscal year was $2.5 million; thereby, resulting in a savings to the District’s operating budget of $0.9 million. The District’s projection for fiscal year 15-16 the cost of retiree benefits is $3.7M, which will result in a savings to the District of $1.2 million.
As of June 30, 2015, the OPEB Trust Fund had assets of $48 million with an actuarial liability of $40.5 million resulting in a surplus of $7.5 million or a funded ratio of 119 percent. Annual Reports, Retirement Board of Authority agendas and meeting minutes, membership, and current and past actuarial studies can be found on the District’s website. Annual Independent Audit Reports of the OPEB Trust Fund can be found on the District’s website.

Compensated Absences

Contractual caps on leaves and overload helps to keep liabilities associated with compensated absences at a reasonable level. The contractual “vacation accrual” for CSEA (12.3.1) unit members “may not, at any time, exceed a total of 300 hours. Unit members will cease to earn further vacation until their accrual decreases below the total of 300 hours”. Section 13.1.2 “MSC employees shall make reasonable efforts to consume all earned vacation during the appropriate fiscal year. No more than 42 vacation days or 336 hours may be accumulated.” The executive Management is employed on individual, contractual basis, and each individual contract has an accrual cap that is recognized in our financial reports. For AFT 6157, the financial reports recognize liabilities for faculty overload, which are governed by section 15.4 of the collective bargaining agreement “15.4.7.2: Any banked time must be used within the five (5) year period following the academic year in which it was banked. Any banked overload not used in that five (5) year period, will automatically be paid to the faculty member.” “15.4.7.3: Overload may be banked 20 percent FTEF for any semester, and 40 percent for the summer session for up to a maximum of 60 percent per fiscal year.”

STRS and PERS Financial Planning:

STRS and PERS are experiencing and will continue to experience, for several years, significant increases and the District’s projections contained in its quarterly budget reports account for these increases. Our projections include the current year and three additional out years. Additionally, the District has experienced unprecedented increases to its medical premiums, these too are contained in the quarterly budget reports, and the District is currently, actively engaged in joining a JPA to leverage economies of scale.

Analysis and Evaluation

The College meets the standard. The collaborative efforts and strategic decision to create the OPEB Trust Fund in collaboration with the different constituency groups have provided financial strength by reducing the total liability and also by reducing the annual fiscal impact of this expense.

The increased cost of benefits requires the ongoing monitoring, collaboration, and active management to ensure those are controlled as much as possible. The impact of health benefits also merit active management and stronger negotiations, and consideration of alternative plans, etc. Joining a JPA to reduce costs and leverage economies of scales is a positive change, that if done years ago, it could have saved valuable resources that have reduced the General Fund balance.
The College and District need to monitor and continue performing actuarial analysis to continue strengthening the long term financial position of the District to ensure the financial sustainability of the College.

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

Supporting Evidence

OPEB Trust Fund
Retirement Board of Authority
Actuarial Report
Contractual caps on leaves and overload
Collective Bargaining Agreements
District Audit Report

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

The District’s and the College’s locally incurred debt is the debt associated with the bonds issued as a result of the 2004 and 2010 Elections upon which the voters of the District authorized the issuance of $185,000,000 and $268,000,000 in bonds respectively for capital outlay purposes. In fiscal year 2015-2016, the District has a liability of $2,482,086 for the OPEB Bonds. Evaluation for resources for all local debt is the function of the District in collaboration with the Colleges.

TRAN
The Tax and Revenue Anticipation Note (TRAN) obligation has essentially been eliminated over the past five years due to sound and conservative fiscal management. In the 2010-2011 fiscal year, the District borrowed $15 million to smooth cash flow, and this dropped steadily to $10 million, then $7 million, and $3 million by fiscal year 2014-2015. For the 2015-2016 fiscal year, the District’s cash flow improvement resulted in not needing to participate in this short-term borrowing strategy.

OPEB
As referenced in Standard III.D.12, the OPEB Trust Fund was established to address Post-retirement Employee Benefits.

Analysis and Evaluation

The College meets the standard. The proactive steps taken a few years ago to reduce or better manage liabilities such as OPEB and TRAN are positive examples of long term fiscal management practices are followed which also help with the overall credit rating.
The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

**Supporting Evidence**

2004 - Bond Audit Reports  
2010 - Bond Audit Reports  
Credit Ratings

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

**Evidence of Meeting the Standard**

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

**Short- and long-term debt instruments:** The Tax and Revenue Anticipation Note (TRAN) obligation has essentially been eliminated over the past five years due to sound and conservative cash management. In fiscal year 2010-11, the District borrowed $15 million to smooth cash flow. This dropped steadily to $10 million, then $7 million, and $3 million in fiscal year 2014-15. For fiscal year 2015-16, the District’s cash flow improvement resulted in not needing to participate in this short-term borrowing strategy and cash flow projections indicate a continuing similar trend.

**Auxiliary Financial Activities**

Since October 2014, the bookstore has been managed and operated by the Follett Corporation, under contract to the District. This 5-year contract was signed on August 27, 2014, following a competitive bidding process. The District receives 15.1 percent commission on all sales up to $3 million annually and 16.1 percent on sales over $3 million annually. While the College and the District operated the bookstore, it lost money, and when its fund balance was eventually depleted, the Unrestricted General Fund underwrote it.

The College’s cafeteria service is a contract issued through a competitive bidding process that was awarded to Fresh and Natural, a food service headquartered in Milpitas, California. Financial considerations include: $64,000 per year plus 5 percent commission on catering sales, plus 20.25 percent commission on vending sales.

**Grant Management**

Grant managers, as program area experts, are responsible for ensuring that grant funds are expended as intended. The College’s Business Services Office supports grant managers by
monitoring expenditures, generating reports, assisting with state and federal audits, and offering guidance as required. External auditors conduct annual audits of special funded state programs including Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), and CalWorks for accuracy of financial records and compliance with all local, state, and federal regulations [District Audit Report].

Grant management is primarily facilitated and led by each College. Workforce grants have been centralized under the District Workforce Institute. Grant managers, as program area experts, are responsible for ensuring that grant funds are expended as intended. Each College’s Business Office supports grant managers by monitoring expenditures, generating reports, assisting with state and federal audits, and offering guidance as required. External auditors conduct annual audits of special funded state programs including Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), and CalWorks for accuracy of financial records and compliance with all local, state, and federal regulations.

**Analysis and Evaluation**

The College meets the standard. The different financial resources are handled with integrity and follow compliance practices with high standards. Categorical funding and Grant Management guidelines are followed. The College believes that as we continue to enhance the academic offering and the positioning of the College is highlighted, we should be in the position to seek additional grants and alternative sources of funding. In preparation for such growth, the College and the District should start discussion about the type of operational structure that would be required to handle more Grants, for example. We have also observed that new Grant applications require clear processes for applying and gaining access to different portals which has already been discussed between VPAS and VCAS and Fiscal Services to review processes and procedures.

In many cases grants have indirect costs that should be identified and negotiated with Federal agencies to ensure we cover all expenses required to support and optimal execution and compliance of those funds. The cost of supporting grants for example require the additional use of space, computing equipment and administrative supervision that should be covered with indirect costs to minimize the use of general funds.

Auxiliary services such as the Bookstore have produced improved service, we can measure the time to deliver book orders, and have reduced the operational costs. College’s services such as cafeteria provide another opportunity to give students a great student experience. Currently, the ongoing relationship by VPAS with the contracted vendor is strong.

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

Fund-raising efforts
Follett Corporation
Fresh and Natural
Grant funds
District Audit Report

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

Evidence of Meeting the Standard

The College participates in federal financial aid programs authorized under Title IV of Higher Education Act. These programs are the major source of federal student aid. Title IV programs which the College participates in include; Pell grant, Federal Work-Study program, the Supplemental Educational Opportunity Grant (SEOG), direct loan and the PLUS loan programs. In addition to the federal programs, the College also participates in Cal grant and Board of Governor’s fee waiver. These are state programs awarded by the State of California. The latest official cohort default rate (CDR) for the College is 17 percent for year 2012. The College default rates for the past 3 years are:

<table>
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<tr>
<th>Year</th>
<th>Default Rate</th>
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<td>2012</td>
<td>17%</td>
</tr>
<tr>
<td>2011</td>
<td>14.1%</td>
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<tr>
<td>2010</td>
<td>26.1%</td>
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The College has a plan to reduce the default rate if it exceeds federal guidelines. If the College’s CDR begins to approach the 30 percent threshold, the Financial Aid Office has plans to work with the third party servicer, Parker, Pierson and Associates, that has been recommended by the California Community College Chancellor’s Office. Parker, Pierson and Associates provides assistance with default prevention in the form of direct contact with borrowers between the times they enter delinquency and before they default on Federal Student Loans.

The College’s student loan default rates, revenues, and related matters are monitored and assessed regularly to ensure compliance with Federal Regulations. The Financial Aid Office, Business Services and Fiscal Services monitor the CDR, revenues and other compliance matters to ensure compliance with Federal Regulations.
San José City College’s federal financial aid programs are audited annually as part of the District independent audit [District Audit Reports]. Both the College’s financial aid office and Business services regularly monitor these programs for compliance with Title IV program requirements. The District’s annual auditor’s report indicates no material weakness or significant deficiencies were identified in our internal control. The auditors issued an unmodified report.

Revenue Streams

The District actively monitors its revenues streams. Revenue streams are analyzed monthly and compared to budgets with an associated year-end projection on a quarterly basis. Furthermore, revenue projections are made for three out years for organizational planning. On a quarterly basis, the District meets with the County of Santa Clara to discuss property tax collections and projections given that as a basic aid district property taxes are, by far, the largest revenue stream.

The District maintains an accounts receivable tickler, and meets quarterly to review and discuss aged receivables.

In an effort to minimize the amount of receivables, the District has an active contract with an external collection agency, as well as participates in the Chancellor’s Office Tax Offset Program (COTOP). As to not overstate the fund balance due to non-collectible receivables, the District monitors and adjusts the allowance for bad debt, which is reflected in the District’s Financial Statements.

Asset

The District employs an inventory and asset technician to actively tag incoming assets and manage the inventory and location of assets. In order to assist in this endeavor, the district uses real asset management database software. The District warehouse manages the surplus of obsolete assets.

Analysis and Evaluation

The College meets the standard. The College’s federal programs are being administered pursuant to federal requirements. The College works in conjunction with the District Office to guarantee compliance on all levels of financial aid administration, for both federal and state. The College has consistently been in compliance with federal guidelines, and The College’s default rates have been consistently lower than federal guidelines.

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

Federal financial aid programs
Compliance with Federal Regulations
District audit reports
Quarterly basis
Accounts Receivable Tickler

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

Evidence of Meeting the Standard

Contractual agreements of the College are governed by Board policies and contain appropriate provisions to maintain the integrity of the institution. The District has established procedures that must be adhered to before a contract can go into effect. The District uses an established contract template, known as the ICA, which has standard terms and conditions [ICA Template]. On a case-by-case basis, the District’s Contracts and Risk Manager has the authority to deviate from the ICA and negotiate alternative terms and conditions or to use a vendor’s form contract. In situations where the District agrees to use the vendor’s contract, the Contracts and Risk Manager reviews the terms to confirm that they are fair and reasonable, and negotiates alternate contract terms if necessary to protect the interests of the District. Outside legal counsel is consulted as needed. Contract terms are negotiated to ensure that the District has a reasonable recourse in the event there is a need to terminate due to dissatisfaction with the vendor or its services, and to ensure fair and even-handed dispute resolution processes are available. The District strives to eliminate unnecessary risk in its contracts, and allocate risk away from the District, through appropriate indemnification and insurance provisions. Board policies applicable to contracts include Board Policy 6100 [Delegation of Authority], and Board Policy 6340 [Contracts].

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

Contracts for work to be done, services to be performed; or for goods, equipment, or supplies to be furnished or sold to the District that exceed the bid threshold as specified by Section 20651 of the California Public Contracts Code are approved by the Board of Trustees prior to execution. Administrative Procedures AP6340.2 [Contract Approval Authority] specifies contract approval authority for the college and for the district.
The College manages its contracts in a manner that is consistent with federal and state laws. The District has established a **Purchasing Matrix** that identifies who has proper signatory authority at the College and the District depending on the amount of the contract. Contractual relationships and contracts are reviewed at the College by the Vice President of Administrative Services and/or the President, and then at the District by the **Contracts and Risk Manager and the VCAS**.

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

**Comports to Institutional Policies**

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

**Analysis and Evaluation**

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

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

**Supporting Evidence**

**AP 6340 Contracts**  
**AP 6340.5**
Standard IV.A. Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Fostering Innovation

The leaders of the College foster institutional excellence by encouraging all constituent members to be part of the creation and innovation processes. They utilize participative processes that engender effective implementation of improvements and innovations so ideas move from development to implementation, and finally become embedded as institutional practices.

Leadership at the College is not about official job titles but more about taking action to direct the College. All constituencies lead in their own way. Each constituent group has a unique purpose for taking the initiative for improving the practices, programs, and services in their areas. The representation on campus committees is one avenue for widespread input for innovation, and each group contributes to innovation in different ways.

Administrative leaders foster innovation by including it as part of the President’s funding priority list. Additionally, when the College applies for grants, innovation is a key component in how the College participates in those grants. For example, the College applied for and received the CTE Enhancement grant, and the funding received from that grant is being used to expand the College’s Machine Technology to expand and engage in Advanced Manufacturing field.

Faculty leaders encourage innovation by the Academic Senate reviewing and approving new programs, such as approving the addition of a welding degree program at its March 2016 meeting.

Classified leaders have supported innovation by the formation of a Classified Senate in spring 2016. This Senate will allow classified staff to have a stronger voice in campus governance and have the ability to create new professional development opportunities for classified staff as outlined in their constitution and bylaws.

The Associated Students Government’s involvement with the innovation of the College has included particular campaigns that have proven substantive to the College. They implemented the ASG Student Listening Campaign to foster opinions from students about assistance that would support student success. The ASG compiled the opinions from the student body, recorded them, and then decided to choose transportation as the initiative to implement. This listening campaign served as the impetus for affordable transportation for
the District student body, which resulted in the Valley Transportation Authority Initiative for the District that is scheduled to be implemented fall 2016.

Steps to the Implementation of the Passing of the VTA Initiative

- October 28, 2015-First discussion on VTA Initiative (see agenda)
- November 25, 2016- Discussion on VTA Bus Pass Trial on SJCC campus (see agenda)
- February 10, 2016- ASG presents the SJCC student Listening Campaign (see agenda)
- February 17, 2016- ASG Discusses and establishes the beginning of the Listening Campaign (see agenda)
- ASG created and established the SJCC student listening campaign (see attached).
- March 2, 2016-ASG introduces Elections Software necessary for voting on VTA. (see agenda)
- March 30- Elections software and outreach approved (see agenda)
- March 30- VTA Initiative Update, presented as an Info Item (see agenda)
- April 6 –VTA Initiative surveys sent out to student body (see agenda)
- April 13–VTA Initiative Updates from District Office and endorsement from SJECCD Chancellor to implement VTA Initiative (see agenda)
- April 20-Official Election Ballot Approved with VTA Initiative Item approved by student body through surveys
- April 27-28- Elections (see agenda)
- April 28-VTA Initiative Passes for SJECCD Student Body
- Fall 2016-Implementation of VTA Transportation Initiative for SJECCD Student Body

The College uses participatory governance as its structural paradigm, therefore ensuring that all constituency groups are given opportunities for representation in decision-making processes. Committees that serve the College have clearly written charges that delineate the membership of those committees. The College governance structure is built with all four constituencies as members: faculty, staff, administration, and students. The College Advisory Council, the principal body that makes recommendations to the President on issues of planning, learning, and achievement, contains members from each constituency. The College committees perform the work of the College based on identified tasks, such as Program Review, student learning outcomes, and strategic planning. Each of the committees includes members from each of the constituencies. Individuals who do not serve on committees can bring forward ideas to the committees or at department meetings. Committees also post their meeting times and send campus-wide emails to invite any members of the campus to attend.

Professional Development Days (PDD) are offered four times in each academic year: two in fall and two in spring. These days allow for all employees to come together and have input on current issues at the College, meet in departments, and attend breakout sessions for targeted learning. During the August 2014 PDD, the faculty and staff were surveyed using the clicker method on the goals and priorities of the College by the strategic planning committee chair. During the Spring 2015 PDD event, employees were asked by the Strategic Planning Committee for additional input. The Strategic Planning Committee and administrators used this data to prioritize goals and actions for the upcoming year.
Another opportunity for College members to have input is through Program Review. This process allows for faculty and staff to evaluate their respective programs and make changes and improvements based on relevant data. It is through Program Review that faculty positions, classroom materials, lab materials, and other needed items for a program are requested.

The College submitted a Substantive Change Proposal, which was approved March 26, 2016. This Proposal is also referenced in Standard IIA.2.

**Analysis and Evaluation**

The College meets the standard. The College uses participatory governance as its structural paradigm, therefore ensuring that all constituency groups are given opportunities for representation in decision-making processes. The College governance structure is built with all four constituencies as members: faculty, staff, administration, and students. The College has made great strides to build a campus community where innovation is welcomed, evaluated, and incorporated into the processes for implementation to change institutional practices where needed. The College’s model of participatory governance creates an environment where input from the different constituent groups is embedded into the structural processes of the campus. Improving coordination between different constituency groups and committees and codifying policies and procedures, as discussed in the Quality Focus Essay, will preserve best practices over time or through significant leadership changes.

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

**Supporting Evidence**

- May CTE Enhancement BOARD Doc consent item narrative
- May 24, 2015 Board Meeting Minutes
- Approved Academic Senate Minutes March 1, 2016
- SJCC Classified Senate Constitution
- Committee meeting email invitation
- Fall 2014 SPC Data Gathering
- SJCC College Advisory Council website
- SJCC Student Success Committee website
- SJCC Program Review website
- Substantive Change Proposal

**IV.A.2** The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.
The College implements established Board policies and Administrative procedures that authorize administrators, faculty, and staff participation in the decision-making processes as outlined in Board Policy 2515.

Administrators, faculty, staff and students participate in the decision-making processes by serving on College committees. For example, each group is included in membership on the College Advisory Committee that reviewed and created a new College Mission Statement, which was forwarded to the President for adoption in spring 2016.

San José Evergreen Community College District policy BP 2015 provides for student involvement in the participatory process by including student trustees to serve on the District Board of Trustees. Board Policy 2515 also stipulates the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. As previously stated, there is widespread participation by constituent groups on College and District committees where policy and/or procedures are discussed, and recommendations are forwarded.

The College follows practices wherein constituent groups participate in decision-making processes. There are practices to make provisions for students, as an important constituent group, to participate in the systematic participative processes of the College, working with administrators, staff, and faculty. A number of committees have charges that specify student participation. The Student Success and Student Equity Committee includes four student participants. The Academic Senate Constitution, Article III states: The Academic Senate shall include two student non-voting advisory members. The District Board of Trustees also includes student representation.

The District has a system of policies and procedures that implement a participatory governance structure for decision-making. The policies and procedures describe the roles and responsibilities of the constituent groups. Board Policy BP 2510 and BP 2511 provide for the over-arching structure for decision-making. BP 2512 establishes the role and responsibility for faculty in the area of academic and professional matters. BP 2430 sets the roles and duties of the President. Board policies highlight the role of the Board as the body for oversight and direction. The delegation of administrative duties for operational matters is also highlighted in BP 2430.

The College divides its activities into three categories: governance, operations, and working conditions. Working conditions are not part of the participatory governance structure. Similarly, operational matters are delegated to the appropriate administrative staff or departments. The administrative structure includes the President as the Chief Executive Officer. A Vice President leads each major division of the College: Academic Affairs, Student Services, and Business and Administrative Services. Deans are established in each academic division and student affairs area. The Academic Senate and its various subcommittees represent the faculty.

For the student voice, the Associated Student Government (ASG) pursues “District and state policies that will improve student access, promote student success, and to engage, and enrich the college learning experiences for all San José City College students. ASG participates in participatory governance committees and promotes student activities for all students.”
Students also have an active voice in the classroom in the form of evaluations that are completed each semester. The data collected through the evaluations is provided to classroom instructors, and student evaluations are incorporated in formal instructor evaluations.

The Office of Student Life is an essential part of the campus community and provides an opportunity for students to be involved on campus. This office sponsors a number of events that focus on students, diversity, and education. For example, a number of events focusing on the prevention of sexual assault were offered.

For the purpose of this Self-Evaluation, the College created tri-chair committees for each of the standards that were lead equally by members of the three constituency groups: Administration, Faculty, and Classified. The tri-chairs invited other members of the campus community to be on the committees, including students. The committee for Standard IV has included the work of several student volunteers and employees of the campus.

**Analysis and Evaluation**

The College meets the standard. The College is committed to participatory governance in which all voices are represented. Student input is valued and sought. The retention of students on various committees, and increasing student involvement in aspects of College governance, can be improved. Because numerous College committees require student participation, merging some committees could streamline College processes and encourage more active participation from all constituency groups, especially the student population.

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

**Supporting Evidence**

- BP 2515 Participation of Recognized Employee/Student Representative Groups in Policy Development
- CAC 04/15/16 meeting minutes
- BP 2015 Student Members
- Academic Senate Constitution (Article III, Section 5)
- BP 2510 Participation in Local Decision-Making
- BP 2511 Academic Senates
- BP 2512 Academic and Professional Matters
- BP 2430 Delegation of Authority to the District Chancellor
- SJCC Associated Student Government website
- Sexual Assault Awareness events
**IV.A.3** Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

**Evidence of Meeting the Standard**

The College, using a model of participatory governance, ensures that administrators and faculty have defined areas within the institution’s governing structures. Administrators have specified roles that relate to their areas of expertise, and administrators and faculty serve on committees that influence and set the decisions and practices that shape the institution’s vision and operations.

The College has had a significant change in leadership over the last five years, and this change has provided an opportunity to examine governance structures and clarify leadership roles and duties. In 2013, the Board looked into adopting the Carver Governance Model, and over 2014, moved into creating a model of governance more in line with California standards. This model was approved at the Board Meeting on **May 13, 2014**.

The Academic Senate conducts meetings according to Robert’s Rules of Order to facilitate effective input and eliminate confusion and grandstanding. The use of this method allows for each senator and those reporting to the Senate to have a voice but not to dominate discussions. Senate meetings have been the locus of discussion and orderly debate, leading to democratic decision-making. Article V, Section 4 of the Academic Senate Constitution states that: Meetings shall be conducted in accordance with the Brown Act, the Senate Constitution, By-Laws and Ground Rules, and Robert’s Rules of Order Revised, in that order.

The College President attends District meetings and then disseminates the information to the College vice-presidents, who also give feedback. The vice-presidents disseminate the information to the College deans through the deans’ meetings that occur weekly, and then the deans lead department meetings, which happen at least monthly (though some departments meet more often). At all of these meetings, an opportunity for discussion and feedback occurs. The deans bring back the minutes from the department meetings, and then the vice-presidents take the feedback from the deans to the executive meetings. The President, in turn, takes these concerns back to the District. The President also has the opportunity to represent the concerns of the College at the Board meetings.

The College committees are made up from all constituent groups and report to the College Advisory Council and/or the Academic Senate. These committees, such as the Finance Committee and Strategic Planning Committee, assume much of the work in governing the institution.

**Analysis and Evaluation**

The College meets the standard. The College uses a model of participatory governance that ensures administrators and faculty have defined areas within the institution’s governing structures. Currently, the processes for administrators and faculty to have input into institutional practices and governance are more effective than in past years. The College has gone through beneficial changes in the College’s organization and in the creation of a more
respectful and collegial atmosphere. Codifying policies and procedures would preserve best practices over time or through significant leadership changes.

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

Supporting Evidence

May 13, 2014 BOT approval of Carver Governance Model

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

As per Board Policy 2511, the College committee structure provides faculty and administrators opportunities to fulfill their professional responsibilities for recommendations about curriculum and student learning programs and services. In the Instructional Policies and Curriculum Committee (IPCC), faculty and administrators work together to provide courses, degrees, and certificates that meet the highest standards through regular review procedures.

In spring 2016, the ACCJC approved the College’s Substantive Change Proposal to offer 46 degrees and 22 certificates at 50 percent or more via distance education.

In the Student Learning Outcomes and Assessment Committee (SLOAC), faculty and administrators work together to provide the campus community understanding and training in the SLO creation, assessment, review, and revision processes.

Similarly, faculty and administrators work together on a number of other committees including Strategic Planning, Student Success, Basic Skills Initiative, Professional Development and others, all of which incorporate faculty members and administrators. These committees report on a regular basis to both the College Advisory Council (CAC) and the Academic Senate.

The CAC is a broad based committee that includes representation from all constituency groups on campus and reports directly to the College President. The CAC gives constituency groups the opportunity to report to and gather feedback from faculty (via the Academic Senate), administrators, classified employees, and students (via the Associated Student Government).

Analysis and Evaluation

The College meets the standard. Through its committee structure, the College allows faculty and administrators to develop and influence curriculum development and implementation. In spring 2016, the ACCJC approved the College’s Substantive Change Proposal to offer 46
degrees and 22 certificates at 50 percent or more via distance education. While there has been discussion on how SLOs are utilized and adhered to, or even structured, the College has venues for these discussions and methods to take the discussions further into change and implementation in place. The SLOAC provides the campus community with training in the learning outcomes process. The Academic Senate and the Associated Government are addressed in Board policies BP 4020, BP 2511, BP 4025, and BP 4222 for the Senate and Board policies (BP 5400, BP 5410, and BP 5420) for the ASG, but existing campus structures that are more specific and in place need to be specifically written and included in an operational manual to document these processes through codified policies and procedures, as discussed in the Quality Focus Essay.

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

**Supporting Evidence**

IPCC Committee website  
Substantive Change Proposal  
Student Learning Outcomes and Assessment (SLOAC) website  
Strategic Planning Committee website  
Student Success Committee website  
Basic Skills Initiative website  
Professional Development Committee website  
College Advisory Council website  
Academic Senate website  
BP 4020  
BP 2511  
BP 4025  
BP 4222  
BP 5400  
BP 5410  
BP 5420

**IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

**Evidence of Meeting the Standard**

The College ensures the consideration of relevant perspectives through public access to Board meetings, participatory governance at the College, and communication between the Board, District, and College. The Board policy regarding the College’s Academic Senate outlines areas of expertise on which the Academic Senate will be consulted and made part of the decision making process.
As per Board Policy 2511, the Board consults the Academic Senate on specific matters such as curriculum development, faculty roles in accreditation, institutional planning, and budget development. There are eleven specified areas listed under BP 4000 that delineate the specific areas for consultation by the Board with the Academic Senate. These areas are: Curriculum; Degree and Certificate Requirements; Grading Policies; Education Program Development; Standards and Policies regarding student preparation and success; District and College governance structures as related to faculty roles; Faculty roles and involvement in the accreditation processes, including self-study and annual reports; Policies for faculty professional development activities; Processes for program review; Processes for institutional planning and budget development; Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate.

The Academic Senate holds to these eleven specified areas when conducting business. Committees that specifically conduct work in these areas report to the Academic Senate, and important plans and documents that come under the Senate’s purview have the Senate approval before moving forward. For example, the Student Success and Equity Plan, which includes funding specifically related to student success and curriculum, was reviewed by the Academic Senate for feedback and approval before progressing to the Board.

Analysis and Evaluation

The College meets the standard. The Board has clearly delineated boundaries when it comes to specific faculty roles as outlined in BP 4000. The Academic Senate works within the purview of these specified roles. The College ensures the consideration of relevant perspectives through public access to Board meetings, participatory governance at the College, and communication between the Board, District, and College. The Board policy regarding the College’s Academic Senate outlines areas of expertise on which the Academic Senate will be consulted and made part of the decision making process.

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

Supporting Evidence

BP 4000
2015-2016 Student Success and Equity Plan

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

Evidence of Meeting the Standard

Transparency and clear communication have been institutional priorities in the last five years. The decision-making processes are documented and made available to all constituency groups on campus through a variety of measures.
The charges, memberships, meeting schedules, agendas, and minutes of all College committees are posted on the college website for public access. The Board meeting minutes are also posted on the District webpage, which can be accessed via a link on the College webpage.

The participatory structure is built on College culture and longstanding practice, and a number of rules and duties are set forth.

Information is also disseminated through campus-wide emails and town hall gatherings. For example, in fall 2015, when the Student Success Plan was being formulated, constituent groups had an opportunity to recommend programs and activities to be covered in the Student Success Plan. Town hall meetings were held to educate members of the College on the plan, what it included, and on the process for requesting funds. As a result, more groups submitted proposals than in the previous year.

A new weekly electronic newsletter called The Roar is being distributed campus-wide. This newsletter details achievements, policies, events, and other campus information. Administrators have held several open door or meet and greet sessions where they have been available to meet with any students or staff who have questions or who want to know their administrators better.

Analysis and Evaluation

The College meets the standard. Communication is a core value at the College and transparency is provided primarily through the publication of committee information and other campus information/announcements via emails and the College website. Some members of the campus community are unsure of how to access information, and/or are unaware that there is important information that can and should be accessed. The College plans to improve existing structures with the creation of a Mission-based Decision Making and Operational Manual that makes duties clear and the decision-making pathways apparent, as discussed in the Quality Focus Essay.

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

Supporting Evidence

College committees
Town hall meetings
The Roar
President's open door

IV.A.7 Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.
Evidence of Meeting the Standard

Leadership roles along with the College's governance and decision-making processes are evaluated regularly to assure their integrity and effectiveness. In addition, the institution widely communicates the results of these evaluations and uses them as the basis for improvement.

The College has measures in place to consistently evaluate its different levels of government and decision making in order to make these processes effective and sound and to enable modification as needed.

Committees have annual self-evaluations that are submitted to the Strategic Planning Committee. These self-evaluations include the creation of goals for the upcoming academic year and have a place for feedback from the Strategic Planning Committee that are returned to each committee for review at the start of the new academic year. For example, in May 2016, the Student Learning Outcomes and Assessment Committee (SLOAC) set a goal: “Goal 4: Develop a plan for aligning program review with SLO and making assessment data available to the public.” This committee also gathered SPC input onto the self-evaluation form.

The executive team of the College has an annual retreat that includes self-evaluation of their goals and processes.

The Academic Senate holds a yearly retreat where self-evaluation of the past year’s practices and procedures is a component of the agenda.

Analysis and Evaluation

The College meets the standard. The College has measures in place to consistently evaluate its different levels of government and decision-making in order to make these processes effective, sound, and to enable modification as needed. Self-evaluation has become an embedded practice since the last accreditation visit and is incorporated at all levels of the campus governance structure. While the College meets the standard, there is room for improvement. The Strategic Planning Committee is examining ways to make committee self-evaluations a more effective tool.

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

Supporting Evidence

Committee annual self-evaluations
Strategic Planning Committee
Exec Team annual retreat
Academic Senate Retreat agenda
Standard IV.B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The College has a Chief Executive Officer (President) whose principal role is leader of the College, as delegated authority by the Board of Trustees through the Chancellor per Board Policy 2430. The current President, Dr. Byron D. Clift Breland, was hired as President (CEO) of San José City College in May 2014. Prior to being hired, he had served as the Interim President since May 2013. Prior to his arrival at the College in 2013, the College had a number of leadership changes in the CEO and Vice President of Academic Affairs positions. In fact, since 2003, the College had had seven different individuals serving in an interim, acting, or short-term role as CEO.

The President has authority to implement the Board policies and procedures and chairs the College's governance council. Recommendations are made through an established process for governance. The President has an executive team including vice presidents for each of the main divisions of the College: Academic Affairs, Student Affairs, and Administrative Services. Given the persistent and extensive changes in leadership at the College over the previous decade, and in order to facilitate open and transparent lines of communication, the President meets weekly with the vice presidents and monthly with the College’s administrative team. In addition, he meets bi-weekly with the presidents of the Classified Union, Faculty Union, and Managers, Supervisors, and Confidential employee groups. Furthermore, the President meets bi-weekly with the Executive Team of the Academic Senate and attends Academic Senate Meetings on a regular basis.

The President oversees the establishment of the College mission, and plans and procedures to measure progress on the mission, and he oversees the College's integrated planning processes. The President also makes resource allocation decisions based on recommendations from Program Review, prioritized within the Finance Committee, and assessed by the Strategic Planning Committee. In cooperation with the executive team, the Academic Senate, and the College Advisory Council, the President leads in the creation and implementation of the institutional vision and mission in alignment with the mission and vision of the District.

An established system of Board policies and procedures outline the roles and duties of the President with respect to planning, organizing, budgeting, selecting and developing personnel, and assessing institutional outcomes. With respect to planning, BP 3250 establishes the District Planning Model and College responsibilities. The President's role on the College Advisory Council assures that the ultimate responsibility for the quality of educational offerings at the College rests with the CEO (BP 2430). In the area of organization, the President has established organizational charts that identify the hierarchy of the College. The President evaluates the number of administrative, staff, and faculty
positions for currency and appropriateness. In the area of human resources, the President makes the ultimate hiring decisions for faculty and key administrative positions (AP 7120). Institutional effectiveness is ensured by the President's interaction with the College's Strategic Planning Committee and the Accreditation Liaison Officer. The Program Review process at the College drives the planning process with the examination of learning, achievement and efficiency. The President oversees the progress on the College mission and the evaluation of the planning systems (ER 17).

The President communicates regularly with his administrators in weekly executive team meetings. He is a direct link between the District and the College, bringing back policies from the Board and the District to the College, and bringing ideas and concerns to the Board and the District from the College. The College Advisory Council reports directly to the President, and he has final input on decisions made by the CAC. The President allows his staff to conduct their appointed duties while still remaining in a position of authority. The President is a member of the District Council, which reports to the Chancellor.

**Analysis and Evaluation**

The College meets the standard. The College has a Chief Executive Officer (President) whose principal role is leader of the College, as delegated authority by the Board of Trustees through the Chancellor. The institution has a CEO with the ultimate authority for assuring academic quality at the College. An established administrative team is responsible for the operational matters at the College. A governance council provides recommendations to the President for consideration by the Board.

The President oversees the establishment of the College mission, and plans and procedures to measure progress on the mission, and oversees the College's integrated planning processes. An established system of Board policies and procedures outlines the roles and duties of the President with respect to planning, organizing, budgeting, selecting and developing personnel, and assessing institutional outcomes. The President communicates regularly with his administrators in weekly executive team meetings. He is a direct link between the District and the College, bringing back policies from the Board and the District to the College and bringing ideas and concerns to the Board and the District from the College.

The current President, who has been in the position for the past two years, has made a strong commitment to the College community and has been present, as well as participated, with numerous College events. The President sets a vision for the campus and leads his staff to actively pursue that vision. Under his leadership, a perceptible change in the atmosphere of the campus has occurred, and trust on the behalf of faculty and staff has increased. Part of this change is a shift in management style—from a more top-down model to one where those entrusted with roles in the governance of the institution are empowered to pursue those tasks utilizing their knowledge and skills. The President has the ultimate responsibility for the College and at the same time elicits the strengths of those who make up the campus community to better advance the institutions student success goals.

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

BP 2430
Academic Affairs
Student Affairs
Administrative Services
Classified Union
Faculty Union
Managers, Supervisors, and Confidential
Executive Team of the Academic Senate
Academic Senate Meetings
BP 3250
College Advisory Council
Organizational charts
Weekly executive team meetings
AP 7120
ET Mtg Agenda 02-04-16
ET Mtg Agenda 07-14-16
ET Mtg Agenda 10-15-16
District Council
College events

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence for Meeting the Standard

The College President effectively plans an administrative structure organized and staffed to reflect the mission of the college. Furthermore, the President is authorized to delegate authority to administrative staff consistent with their responsibilities.

The President oversees an executive team comprised of three Vice Presidents: Academic Affairs, Administrative Services, and Student Affairs. This executive team serves as the President’s Cabinet. The president maintains a current organizational chart that includes all departments and is updated annually, and posted on the college website.

The College has a newly reconfigured organizational system for displaying the operational and governance responsibilities for the institution. The system is memorialized in a chart that clearly delineates the flow of responsibility and authority, with the President being at the top. The President relies on qualitative and quantitative data to evaluate the College structure. Surveys collect feedback from all constituencies on the access, use, and satisfaction with the structure. The President’s administrative team, faculty members, and committees have a series of plans, manuals, and guides to help direct the decision-making processes.
Complete organizational charts, including the Executive Team, are in Standard I and located on the College website.

**Analysis and Evaluation**

The College meets the standard. The College recently examined the College organizational structure and published the new organizational charts in January of 2016. The system is evaluated for improvement and refinement.

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

**Supporting Evidence**

Organizational chart  
College website

**IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

**Evidence of Meeting the Standard**

The President establishes a collegial process that sets values, goals, and priorities through Mission and Vision Statements established by the College Advisory Council and through participatory governance exercised by all campus committees. The committee structure allows each constituency group’s representatives to report to the larger body and gather input and ensures broad-based campus input in decisions.

In order to integrate planning at the College, strategic goals were established relative to the last College Self Evaluation. The Strategic Planning Committee (SPC) monitors these goals through various Key Performance Indicators (KPIs) that were revised in May 2014 to match various data points already being examined by the State Chancellor’s Office and other bodies. This review and revision of the KPIs was completed at a campus wide retreat. The retreat attendees determined that it would be most effective to approach a part of the KPIs in the short term and asked for direct, broad-based input from the campus. The Strategic Planning Committee Chair presented the goals and KPIs to the campus at the Fall 2014 Professional Development Day. During this presentation, the campus community selected KPIs related to student success and campus safety as primary goals. Over the next year (Fall 2015 PDD), the SPC gathered further information on what strategies the broader
campus community believed would achieve the selected KPIs. Currently, the SPC is working with other committees and offices on campus to initiate and utilize the various strategies created as a result of this work.

The College sets institutional performance standards for student achievement through the creation, assessment, review, and revision of course SLOs, program SLOs, institutional SLOs and other conditions set forth in Course Outlines of Record and Certificate and Degree outlines. The Instructional Policies and Curriculum Committee monitors, assists, and approves content in course, degree, and certificate outlines through multiple review processes (IPCC Meeting Minutes 2-9-16). The Student Learning Outcomes Assessment Committee (SLOAC) monitors and participates in activities related to the assessment of course SLOs, program (degree/certificate) SLOs, service area outcomes (SAOs), and general education student learning outcomes (GESLOs, formerly known as ISLOs) (SLOAC Meeting Minutes 4-13-16). These activities are currently monitored using TracDat. Comments and analysis of this data are included in each area’s Program Review. The Program Review Committee reviews this work, particularly how the data impacts changes in both service areas and academic programs.

**Analysis and Evaluation**

The College meets the standard. The President establishes a collegial process that sets values, goals, and priorities through mission, vision, and values statements established by the College Advisory Council and through participatory governance exercised by all campus committees. The parallel structure found in the participatory governance practices of the College creates the structure through which goals are communicated and carried out in order for the mission of the institution to be achieved in the best manner possible. The President leads in setting the vision of the College in accordance with the mission statement, and then the appointed groups work on oversight and implementation of the specific tasks needed to realize the vision and bring about institutional excellence. The use of the Program Review process and subsequent data has been strongly supported by the President as a foundation for planning and resource allocation at the College. The College sets institutional performance standards for student achievement through the creation, assessment, review, and revision of course SLOs, program SLOs, institutional SLOs, and other conditions set forth in Course Outlines of Record and Certificate and Degree outlines.

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

**Supporting Evidence**

- Mission and Vision Statements
- College Advisory Council
- strategic goals
- KPIs
- Fall 2014 Professional Development Day
- Fall 2015 PDD
- Institutional performance standards
- Instructional Policies and Curriculum Committee
IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The President takes primary responsibility for accreditation, ensures compliance with all requirements, standards, and commission policies, and delegates tasks to the constituency groups on campus to ensure the College practices a holistic and shared approach to accreditation. Currently, the Vice President of Academic Affairs serves as the College’s Accreditation Liaison Officer (ALO), as assigned by the President.

The ALO works with the leadership team to accomplish the work of the committee and ensure compliance with all requirements, standards, and policies. All constituency groups at the College share the responsibility for assuring compliance with accreditation requirements through participatory governance processes via campus committees. (CAC meeting minutes)

The President reviews all reports submitted on behalf of the College, and they are approved by the governing Board and completed in a timely manner (BOT 6-14-16 Substantive Change Proposal).

For the 2016 Self-Evaluation, the College used an innovative approach to include all constituency groups as part of the process. A committee was established for each standard, tri-chaired by one administrator, one faculty member, and one classified staff member. Each of the four committees (one for each standard) provided leadership and guidance to a subcommittee consisting of additional members of the College, including students. The tri-chairs met bi-monthly with the Vice President of Academic Affairs to discuss progress, obtain support, and jointly resolve questions or challenges. The committees for each standard set their own meetings and agendas.

In addition, the College included activities to address accreditation concerns and provide avenues for feedback via the accreditation webpage. Accreditation updates were given to staff regularly through accreditation newsletters and e-mails, and accreditation documents and updates were made accessible to the campus community and the public via the College Accreditation webpage. The Vice President of Academic Affairs also provided regular updates regarding the self-study process at the Academic Senate and the College Advisory Council.

Accreditation has been featured at all College professional development days, ranging from all-campus updates to all-campus activities (Fall 2015 and Spring 2016 PDD Agendas).
Analysis and Evaluation

The College meets the standard. In accordance with the requirements this standard, the President of the College takes final responsibility for accreditation and delegates the accreditation tasks in order for all members of the College’s constituent groups to be involved and have ownership of the process. Multiple and ample opportunities for College stakeholders to participate in the self-evaluation process were provided. Organizing committees to align with accreditation standards could help embed the standards more fully into College policies and procedures, thus serving as a way to document progress and to encourage more campus wide participation and engagement in the accreditation process.

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

Supporting Evidence

President’s Exec Team agenda  
CAC meeting minutes  
BOT 6-14-16 Substantive Change Proposal  
Four tri-chair committees  
Tri-chair meeting agenda  
Website feedback form  
Accreditation newsletters  
Accreditation webpage  
Academic Senate  
Screenshot – Online Feedback Form  
Fall 2015 PDD  
Spring 2016 PDD Agenda

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The President administers the policies adopted by the District and executes all decisions of the Board without requiring administrative action. Consistent with BP 2430, the President ensures the implementation of statutes, regulations, and governing board policies through the development of administrative procedures.

The President functions as an intermediary between the College and the District, keeping his executive team informed of District policies and expectations and presenting the College’s concerns to District officials and to the Board. He also ensures that policies are implemented within the College and oversees the budget and expenditures.
Board policies are not created for a specific College but rather for both Colleges in the District. However, there is a method for the campuses to give input into policy creation (FBPR Agenda) and each campus then implements Board policies according to the campus culture and needs. The President attends District Council and the Chancellor’s Cabinet meetings. He then meets with his own executive team and solicits feedback, which he takes back to the District. He also attends Board meetings where he provides verbal reports and submits agenda items. The President meets with District personnel on an individual basis, including the Vice Chancellor of Institutional Effectiveness and Student Success, to maintain clear communication between the District and the College and to ensure the College has access to and is using available data as effectively as possible. The President meets with the office of Institutional Effectiveness and Success regularly to examine relevant student data. The President also leads decisions regarding the budget as it is received from the District. (Finance meetings from calendar)

**Analysis and Evaluation**

The College meets the standard. The President of the College works closely with the District in order to maintain clear communication between the College and District, as well as communication and collegiality between San José City College, Evergreen Valley College, District Office, and the Work Force Institute. The President has effective control of the College budget and expenditures. Suggestions to improve the budget allocation process in partnership with the District Office is addressed in the Quality Focus Essay Action Project 3.

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

**Supporting Evidence**

- BP 2430
- executive team agenda
- District policies and expectations
- FBPR Agenda
- District Council
- Chancellor’s Cabinet
- agenda items
- Finance meetings from calendar

**IV.B.6 The CEO works and communicates effectively with the communities served by the institution.**

**Evidence of Meeting the Standard**

The President communicates with the constituency groups within the College in different venues and also provides outreach to partner organizations in the larger community.

Examples of this communication include:
• In 2014, the President’s Office has started a weekly electronic newsletter, The Roar, which is sent to staff and students via e-mail. This newsletter showcases various departments and achievements and updates the College on important events and issues.
• The President has set aside time for students and staff to come and meet with him during each semester. These times are well publicized through various venues. An example would be a meeting for “Popcorn with the President” that took place on September 30, 2015.
• The President has also spent time with staff in various units/divisions at the College to learn how these units work to serve and meet the needs of students.
• The President regularly attends College Advisory Council and Academic Senate meetings.
• The President attends and speaks at important events on campus, such as the LaRaza Commencement.
• The President meets with partner organizations in the community. He currently serves on the Hispanic Association of Colleges and Universities Commission on International Education for a three-year term, from October of 2015- October of 2018.
• The President also serves as the Area 4 Representative on the CEO Board for the Community College League of California.

Analysis and Evaluation

The College meets the standard. The President is active within the campus community and in the surrounding community of Silicon Valley. By working to connect the College community within and to connect the College more closely to the larger community it serves, the President is optimizing communication opportunities for the College and the constituency groups of the campus, especially students. Such communication and interdependence is beneficial to and necessary for innovation and excellence, making the College a vibrant entity able to serve its populations well. The President tracks the latest research of best institutional practices and brings that information back to the executive team meetings. The executive team then takes this information to departmental meetings to assess potential effectiveness of such practices as well as implementation at the College.

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

Supporting Evidence

The Roar
Popcorn with the President
College Advisory Council
AS Minutes 2-16-16)
LaRaza Commencement
CEO Board
Standard IV.C. Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

Governing Board Authority

The Board of Trustees (BOT) of the San Jose/Evergreen Community College District (SJECCD) is the governing board of the District. Its authority is established in Board Policy 2200, which states, “The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902.” Through its numerous policies and procedures, the Board has authority over and responsibility for assuring the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Board Policies, Administrative Procedures and Ends Policies and Governance Principles

The Board Policies and Administrative Procedures, and related Ends Policies and Governance Principles, describe and demonstrate the governing board's role in upholding academic quality, integrity, and effectiveness of learning programs and services, and financial stability, as well as policies regarding the chief administrator. The Board Policies and Administrative Procedures are organized into seven chapters: 1) District; 2) Board of Trustees; 3) General Institution; 4) Academic Affairs; 5) Student Services; 6) Business & Fiscal Affairs; and, 7) Human Resources. All Board Policies and Administrative Procedures as well as the Ends Policies and Governance Principles are located on the District website under the Board of Trustees web page. This ensures that all students, employees, and the public have access to these important documents.

Policy Review Process

The District's newly updated Board Policy 2410 and Administrative Procedure 2410, both titled “Board Policies and Administrative Procedures,” delineates the Board's responsibility for enacting board policies and conducting a regular review of its policies. Board Policy 2410 states, “The Board of Trustees shall regularly assess its policies for effectiveness in fulfilling the District’s mission.” Administrative Procedure 2410 describes the procedure and timeline for the regular review.

Policies and Procedures Communication Process

Once a specific policy is approved by the Board or a procedure approved by the Chancellor, an email is sent to all District and College employees, alerting them of updated policy or procedure. All approved policies and procedures are uploaded to the BoardDocs section of the District’s website, where they can be viewed by the District’s various constituencies. In addition to keeping constituencies informed about changes to Board policies and procedures,
this communication process also functions to ensure that each college catalog is up to date, in terms of listing the current Board policies and procedures.

*Statements about Quality of Programs and Integrity of Institutional Actions*

The Board of Trustees demonstrates its commitment to institutional effectiveness and quality of programs and services through its Board Policies and Administrative Procedures, as well as its *Ends Policies and Governance Principles*. The Board has individual policies and procedures that address the four priority areas for Accreditation: 1) Mission 2) Academic Quality and Institutional Effectiveness, and Integrity; 3) Student Learning Programs and Support Services and Resources; and 4) Leadership and Governance. In addition, the Board has also instituted Ends Policies and Governance Principles which articulate key areas such as: Mission, Vision and Values; Strategic Priorities; Career Development; College Readiness; Transferability; Student Success; and College Experience.

In 2015, the District underwent an extensive and comprehensive review of all board policies and administrative procedures, to ensure full compliance and alignment with both accreditation and state standards and requirements, and designed a process for reviewing and assessing existing policies and procedures and to create a standardized template for all policies and procedures.

As a result of this work, the majority of the District’s Board policies and procedures were updated using this template by the end of the 2015-2016 academic year. The remaining administrative procedures have been finalized and are scheduled to be reviewed and approved in early fall 2016.

The District also created a formal process for Board policy and administrative procedure review to serve as a guide for the institution in the future. This formalized process is articulated in Administrative Procedure 2410, which is scheduled to be reviewed by the Board in September 2016. Once approved, AP 2410 will be made available on the Trustees policy webpage. AP 2410 will be considered and approved along with the other remaining administrative procedures that were updated and finalized during summer 2016.

According to AP 2410, changes to Board policies and procedures will now move through a systematic and defined process leading to finalization by the District Council, which will then forward the recommended policies and procedures to the Chancellor for approval. The District Council consists of the following members: the Chancellor, Vice Chancellors, Presidents, and Directors, as well as representatives from the San-Jose Evergreen American Federation of Teachers (AFT) chapter, the College Academic Senates, the Managers, Supervisors, and Employees (MSCC), and the California School Employees Association (CSEA).

Review may be initiated at either the District constituent group level or the District Council meeting level. Suggested changes that emerge from District constituent groups are subsequently forwarded to the District Council for review. The preliminary draft for each Chapter or individual policy/procedure is sent to the District Council via email for discussion and feedback. Constituent leaders then share the policies/procedures with their respective groups and bring feedback to the next monthly District Council meeting. Feedback is
considered and integrated, where appropriate, and presented as a final draft to District Council at the following meeting. All proposed changes in policies and procedures are reviewed at least twice at the monthly District Council meetings.

**Analysis and Evaluation**

The College meets the standard. The institution has clear policies and administrative procedures in place that delineate the governing authority of the Board and set guidelines for the operation of the institution. The Board policies and administrative procedures are available to all constituencies on the District website and communications mechanisms are also in place to the regular, thorough, and timely communication of ongoing changes and updates to these policies and procedures as they occur.

One important finding that emerged from the District’s work on its Board policy review process over the last year was the need to improve communications with the College, in order to ensure that changes to Board policies and procedures were reflected accurately in the campus publications, including the college catalog. As a result, the District has now changed its practices so that the District lead for each policy/procedure will take responsible for informing all college-level departmental and program leads about any approved changes so that they can take timely and appropriate action as needed.

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

**Supporting Evidence**

- **Board Policy 2200**
- Board of Trustees Policies, Procedures, and Ends webpage
- BP 2410 Board Policies and Administrative Procedures
- Board of Trustees Ends Policies and Governance Principles (4-14-15)
- Board Approved Policy Review Process (9-11-12) – agenda item
- Board Approved Policy Review Process IV.C.2-1 flow chart
- AP 2410 Board Policies and Administrative Procedures

**IV.C.2** *The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

**Evidence of Meeting the Standard**

The District’s Board of Trustees acts as a collective entity. This commitment is stated in the Board’s Ends Policies and Governance Principles “Unity of Control” and Board Policy 2715 states that “Trustees recognize that authority rests with the Board majority in legal sessions and not with individual Trustees.”
As outlined in the Board’s Ends Policies and Governance Principles chapter “Trustees Code of Conduct” and Board Policy 2715 both state that the “Board is made up of individuals with differing values and beliefs: debate is expected and natural. Although there are individual expressions, there are no individual decisions. Trustees work with fellow Board members in a spirit of harmony and cooperation in spite of differences.”

Additionally, the Board of Trustees Ends Policies and Governance Principles chapter “Governing Style” addresses how the Board should conduct and govern itself. This includes language that directs the Board to “enforce upon itself whatever discipline is needed to govern with excellence” as well as “monitor and discuss the Board’s process and performance on a regular basis.” The agenda for each Board meeting also contains an agenda item titled “Board of Trustees to Discuss Board Meeting Performance” that requires an evaluation of performance at the end of each meeting.

The Board Ends Policies and Governing Principles document details the manner in which the Board expects itself to act in relation to decision-making. According to these approved and published Governance Principles, the Board shall govern according to:

- Outward vision rather than an internal preoccupation
- Encouragement of diversity in viewpoints;
- Strategic leadership more than administrative detail
- Clear distinction of Board and Chancellor roles
- Collective rather than individual decisions
- Future rather than past or present
- Proactivity rather than reactivity

Analysis and Evaluation

The College meets the standard. During the 2010 ACCJC Accreditation site visit, the ACCJC External Evaluation Team observed that individual Board members were often engaged in micromanaging District operations. The ACCJC External Evaluation Team found that individual Board members did not always adhere to their collective role, as distinguished from the role of the Chancellor.

As a result of this citation, the Board embarked on an intensive and introspective review of its governance process. In 2013, the Board dedicated time to engage in the understanding of policy governance as a strategy to achieve change over time in the institution’s approach to governance. This transformation took place over the tenure of three Board presidents (Presidents Cruz, Ho, and Lease).

In spring 2014, as a direct outgrowth of these discussions, the Board developed a supplementary Ends Policies and Governance Principles document—above and beyond its existing Board policies and procedures—which was adopted in May 2014 and implemented in 2015. The new Ends Policies and Governance Principal document clearly spells out the role of the Board, distinguishing between the role of the Board and that of the Chancellor. It also highlights the need for the Board to speak in one voice and act as a collective entity.
The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

Supporting Evidence

Board of Trustees - Unity of Control
Board Policy 2715 (Code of Ethics-Conduct)
Board of Trustees Code of Conduct
Board of Trustees Governing Style
April 12, 2016 Board meeting Agenda Item L.1

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

Evidence of Meeting the Standard

Documented Chancellor Search Process

The Board of Trustees has a documented process, outlined in Board Policy 2431, for conducting the search and selection of the Chancellor, who is the chief administrator or CEO of the District. The process includes: the establishment of criteria for a chancellor profile, which is based in part on feedback from the internal and external community; a timeline for the selection process; the appointment of a Board committee; the appointment of a hiring committee, which includes representatives from the external community and each internal constituency group; Board training; and a transparent process for Board action on the hiring of the Chancellor. Documents related to these individual processes are housed in Human Resources and were used in the most recent Chancellor search, which was completed in January 2016.

Evaluation of the Chancellor

The Board of Trustees also has a clearly defined process for evaluating the Chancellor, which is outlined in Board Policy 2435: Evaluation of the District Chancellor. As specified in Board Policy 2435, the Chancellor is evaluated twice a year using metrics set forth in the Ends Policies and Governance Principles, adopted in May 2014.

Each quarter, the Board reviews a monitoring report that summarizes the progress of the District and the Chancellor in meeting the goals established in the Ends Policies and Governance Principles. These reports are an important part of the Chancellor’s evaluation. In addition, Administrative Procedure 2435 outlines that the Chancellor is expected to develop goals for the upcoming year that are in line with the Board’s Ends Policies and Governance Principles, as well as with the District’s Strategic Plan.

The District has also taken steps over the last few years to review and clarify its procedures for the evaluation of the Chancellor. Prior the adoption of a new governance model in 2010,
the process for evaluating the Chancellor was very labor intensive. In the process of developing the new governance model, the Board realized that there was a “disconnect” between what said they would hold the Chancellor accountable for and the criteria used to evaluate the Chancellor. The evaluation process was heavily based upon monitoring operations rather than monitoring outcomes (or “ends”). In addition, the evaluation process did not support the principles set out in Board Policy 2430: Delegation of Authority to the Chancellor.

The Board also has a clear policy for evaluating the College President, as outlined in Board Policy 2436: Evaluation of the College President. Like the Chancellor’s evaluation process, the College President’s evaluation process is tied specifically to the Board’s Ends Policies and Governance Principles and the District’s Strategic Priorities. Each member of the Chancellor’s Cabinet, which includes the vice chancellors and the college presidents, is also evaluated based upon activities related to the Board Ends Policies and Governance Principles and the District’s Strategic Priorities.

All executive leaders of the District and College are required to complete an Executive Work Plan, in alignment with the District’s Strategic Priorities, which not only informs the Chancellor’s Work Plan but also is used for evaluation purposes. This common template serves to both unify efforts across the District and provide measures by which the Board can evaluate the Chancellor and the College can evaluate the College President and other college leaders in terms of effectiveness in addressing institutional priorities.

Analysis and Evaluation

The College meets the standard. To ensure compliance, the Board has reviewed and revised both the selection and evaluation processes for the Chancellor.

In 2015, when the sitting Chancellor formally announced that she would retire, the Board saw this as an opportunity to put new procedures in place for the selection of the Chancellor.

To this end, the Board appointed an ad-hoc committee for the purpose of the Chancellor Search. This committee worked with Human Resources to design a method that, in conjunction with internal constituency groups as well as representatives from the public, would effectively guide the hiring of a new Chancellor. In early 2015, the Board approved the timeline for a Chancellor search, the composition of a hiring committee, a job announcement, and a timeline for an effective national search. The Board will evaluate the processes used for this most recent Chancellor’s search in November 2016.

With the adoption of the Board Ends Policies and Governance Principles in 2014 and implemented in 2015, the new Ends Policies begin with Guiding Principles, which reiterate the delegation of authority to the Chancellor. The Board incorporated the monitoring of the Ends Policies into the Chancellor’s evaluation.

This new evaluation process has yet to be fully implemented due to turnover in executive leadership. The previous Chancellor retired in June 2015, there was an Interim Chancellor for the balance of 2015, and a new Chancellor started in January 2016. Therefore, the first cycle of evaluation using this new method will begin with the new Chancellor’s first evaluation in fall 2016.
The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

Supporting Evidence

Board Policy 2431 Selection of the District Chancellor and College Presidents
Chancellor search criteria
Board Policy 2435 Evaluation of the District Chancellor
Administrative Procedure 2435 Evaluation of the Chancellor
Board Policy 2436 Evaluation of the President of EVC and SJCC
Board Policy 2430 Delegation of Authority to the District Chancellor

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

The District’s Board of Trustees functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure. The Board’s policies and practices uphold its commitment to reflecting the public interest, ensuring broad representation from local constituencies, and maintaining independence in decision-making, in support of the institution’s educational mission.

Board Reflection of Public Interest

As described in Board Policy 2010: Board Membership Policy, the seven-member Board of Trustees represents the seven geographic areas served by the District and its two colleges. The Board also includes a Student Trustee, elected by the student body, that serves a one-year term on the Board and votes on related business items (except for closed-session issues) in an advisory capacity, as described in Board Policy 2015: Student Members.

The Board’s commitment to reflecting public interest is also assured by regular and formal communications with the public regarding Board activities and decisions through its public meetings. There is a standing item on every regular Board meeting agenda for public comment, and Board minutes reflect that members of the public and college community frequently use this as an opportunity to voice their views on issues relevant to the Board. Each Board agenda contains two opportunities for public comment, on items from the closed session and on items not covered as agenda items in the open session. The April 26, 2016 Board meeting agenda is one example this practice. In addition, the Board Policy Manual, published and updated on the District website provides clear and accessible documentation of current policies and the administrative procedures for applying these policies.
Board Decision-Making: Broad Representation, Independence, and Public Interest

Broad representation, independence, and reflection of public interest are ensured by various Board policies on public interest. Board Policy 2200: Board Duties and Responsibilities, prohibitions regarding college employment and memberships on other boards outlined in Board Policy 2010: Board Membership, Board Policy 2015: Student Membership, and policies on election terms in Board Policy 2100: Board Elections. Furthermore, Board Policy 2710: Conflict of Interest is designed to ensure the Board’s independence in decision-making and ensure that the Board members do not have employment or familial financial interests that might influence the decisions they make on behalf of the District. Board Policy 2710 applies to all Board members, as well as to employees, and adherence to this policy is strictly enforced.

Analysis and Evaluation

The College meets the standard. The Board remains a stable advocate for the College and the community. While it occasionally faces challenges from the community regarding actions and policies, the Board strives to listen and respond to individual public interests expressed as much as possible, while maintaining the well-being of the institution its priority.

For example, in 2015 a contentious issue arose in the Evergreen College community involving 27 acres of surplus property that the District planned to develop. The community objected to the proposed plan for all 27 acres of land. The Board took these community concerns seriously and decided that “in order to balance [our] commitment to the community as well as our students, [we] now plan to develop less than half of the 27 acres originally proposed.” Ultimately, the District was able to reach an agreement that satisfied the majority of the community’s concerns and, at the same time, allowed the District to move forward with specific aspects of its plans for expansion in order to meet the growing educational needs of its service area. This is a prime example of how the Board listens to the community while still maintaining institutional priorities.

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

Supporting Evidence

Board Policy 2010 Board Membership
Board Policy 2015 Student Members
April 26, 2016 Board Meeting Agenda
Board Policies Webpage on District Website
Board Policy 2200 Board Duties and Responsibilities
Board Policy 2100 Board Elections
Board Policy 2710 Conflict of Interest
Chancellor letter to the Community
**IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

**Evidence of Meeting the Standard**

*Board Commitment to Quality, Mission-Based Programs and Services*

The Board sets policies that ensure the quality, integrity, and improvement of mission-based student learning programs and services. The Board’s Ends Policies and Governance Principles, which are rooted in the District’s mission, vision, and values, lay out the Board’s expectation that the District will focus on educational quality and student learning and that resources are assigned to ensure that programs exist to support student success. The overarching principle lies in the Global Ends Statement, which reads:

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The San José-Evergreen Community College District exists to ensure all students, especially those with educational and/or socioeconomic challenges, will have the skills and capabilities to be successful in the next stage of their life, sufficient to justify the use of available resources.
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March 8, 2016, the Board reaffirmed a collaboratively developed mission statement. The mission statement is posted on the District website and listed as [Board Policy 1200](#) within the Board Policy Manual. As part of the mission statement review process, the Board also reviewed and approved statements regarding vision, values, and Strategic Plan goals and objectives, to help guide the institution in fully meeting its mission. These are also listed in the [Board Policy Manual on the District website](#).

*Board Review of Student Achievement Data*

The Board continuously reviews data related to student achievement and student success, including institution-set standards for each college. Each year, the District Office of Institutional Effectiveness and Student Success presents disaggregated data related to the California Community College State Chancellor’s Office Student Success Scorecard. These metrics monitor aspects of the student success pathway including successful course completion, basic skills completion, retention, degree completion and transfer, and career technical outcomes.

Many of these metrics and many others are also included in the Institutional Effectiveness Partnership Initiative (IEPI) required goals and targets. The IEPI metrics are presented to the
Board each fall, as required by the State Chancellor’s office. For the sake of consistency, the District has chosen to have the goals and targets from the IEPI mirror the institution-set standards required by the ACCJC. As a result, the Board is very familiar with the institution-set standards and uses these goals and targets in their monitoring the success of the District and College in achieving the aims of the Ends Policies.

**The Board Review of Resource Allocation Reports**

The Board also reviews resource allocation reports from the Vice Chancellor of Administration and Finance in order to make sure that the allocation of District and college resources is conducted in alignment with the District’s Strategic Goals for student success. Resource allocations are made according the Board’s Budget Principles, which were adopted on February 23, 2016. These are as follows:

1. Trustees to provide the Chancellor and staff with policy framework for managing an “appropriate” fund balance and structural balance.
2. Validate a “student centered” approach to ensure student success and equity.
3. Compliance with accreditation standards.
4. Distinguish between ongoing vs. one-time savings and needs.
5. Manage all resource allocations or funding reductions systematically to maximize student equity and success.
6. Seek efficiencies and revenue opportunities.
7. Establish and maintain an employee salary and compensation structure that is competitive among the Bay 10 Community College Districts.
8. Maintain a minimum 7% Unrestricted General Fund reserve.
9. **District Stabilization Fund**
   a. Board authority required to access.
   b. Access during economic downturn.
   c. Replenish in healthy fiscal times.
   d. At Fiscal Year End, transfer up to $500K of one-time money, when General Fund balance finishes above 10%.
10. Establish and maintain a balanced funding model.

**The Role of the District Office of Institutional Effectiveness and Student Success**

It is the responsibility of the Office of Institutional Effectiveness and Student Success to provide the Board with detailed information about student achievement and institutional effectiveness. To fulfill this responsibility, the Office prepares reports based on analysis of relevant data and presents these reports to the Board, according to the schedule set out in the planned Board Calendar. These reports include the following:

- Student Success Scorecard Presentation in early September
- Board Ends Policy Monitoring Report on Career Readiness
- Board Ends Policy Monitoring Report on Transferability and Student Success
- Board Ends Policy Monitoring Report on Institutional Effectiveness
- Board Ends Policy Monitoring Report on College Environment
• Board Ends Policy Dashboard report quarterly

These reports serve as the foundation of board discussions about student achievement and institutional effectiveness and how these link to resource allocation. All reports are made public via the SJECCD website.

Analysis and Evaluation

The College meets the standard. In accordance with Board policies, the Board has ultimate responsibility for the educational quality, financial integrity, and legal matters of the institution. Trustees are responsible for overseeing and maintaining the financial health and integrity of the institution and confirming that institutional practices are consistent with the Board approved institutional mission statement, strategic plan, and other policies. The Board of Trustees is directly engaged in all components of educational quality, supporting faculty, staff, administration, and students through discussion and approval of recommended courses and programs. The Board follows established policies for dealing with legal matters, and takes and active interest in decisions regarding College finances, reflecting the Board’s commitment to fiduciary responsibility and integrity.

The Board hears quarterly reports on the status of District-wide indicators of student success and institutional effectiveness. These reports are in the form of a quarterly DashBoard related to the Board Ends Policies, Monitoring Reports, and reports on Student Equity, Student Success and Support Plans, as well as the yearly report on the Student Success Scorecard. These reports are reflected in the Board calendar and are a part of the ongoing commitment of the Board to remain aware of the District and College’s standing on institution-set standards of student achievement and educational quality. The Board uses this information to inform policy decisions including resource allocation and capacity building.

The District’s resource allocation process has been continually evaluated by the Board to better meet the needs of the College in supporting effective student programs and services. Since 2015, the Board has provided guidance to the Chancellor by establishing specific budgeting principles each year to ensure that the allocation of resources is in line with the support of student success. The Vice Chancellor of Administration and Finance regularly provides an in-depth report to the Board at the open meetings.

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

Supporting Evidence

BP 1200 District Mission
Board Policy Manual
2015 IEPI Board Presentation
2015 Board Scorecard Presentation
Board Budget Principles
2016 Board Budget Report by VC Smith
Board Ends Policy Monitoring Report Website Link
IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board of Trustees is the legal entity responsible for establishing all District policies and procedures and it maintains a strong tradition of participatory governance in matters of policy development. Chapter 2 of the Board Policies Manual functions as the Board bylaws. These bylaws were revised and updated by a three-member Board committee and the finalized version of Chapter 2 was approved by the Board in March 2016.

The publication and accessibility of Board bylaws is the responsibility of the Board President, as stated in Board Policy 2010: Board Membership. According to BP 2010, the President shall establish and maintain an orderly procedure for preserving and making accessible the District By-laws and the Board policies and administrative procedures. The related Administrative Procedure 2410 requires that these documents be accessible, updated periodically, and made available to the public. In keeping with this procedure, the bylaws of the Board of Trustees are published in the District Board Policy Manual, which is available online on the District website.

Analysis and Evaluation

The College meets the standard. Chapter 2 of the SJECCD Board Policy Manual outlines board by-laws and operating procedures, including board size, duties and responsibilities. Through the District website, all board policies are published and readily accessible to the District’s key constituencies and to the general public.

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

Supporting Evidence

Board Policy 2010 Board Membership
Administrative Procedure 2410 Board Policies and Administrative Procedures

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

Board Actions

The Board acts in a manner consistent with its policies and bylaws, referring to them for all decisions. Board policies and procedures undergo a regular cycle of review and revision, as

While adhering to existing policies, the governing Board also understands the need to regularly evaluate its policies and procedures and revise them as necessary. In accordance with AB1725 and Title 5, the revision and adoption of policies is based on participatory governance. Board Policy 2410 and Administrative Procedure 2410, Developing Board Policies and Administrative Procedures, define the Board’s relationship with the governance committee system. The Board looks to the District Council as a primary resource and clearinghouse when establishing and reviewing policy and administrative procedures. While the District Council is representative of all core constituents (faculty, administrators, classified staff, and students), the Academic Senate representatives have final recommending powers to the Board over the state-mandated “10+1” topics covered in AB1725.

**Evaluation of Board Policies**

The Board requires that all Board policies and procedures undergo regular review. The regular evaluation of existing policies is institutionalized through Board Policy 2410 and Administrative Procedure 2410. Board Policy 2410 outlines board policy and the administrative procedures to be used by the Chancellor in implementing Board-approved policies. Administrative Procedure (AP) 2410 outlines the cyclical review of policies and procedures. These policies and procedures are listed in the Board Policy Manual on the District website.

Policies and procedures are regularly brought to the board for periodic evaluation, final review, and adoption. The Board sees all new policy material for a first and second reading during regular public meetings. This process ensures input from faculty, students, classified staff and administrators prior to final review or adoption by the Board.

The Board is informed of the recommendations of the constituents and generally votes in support of them. The Board has a solid record of focusing on policy-making and strategic planning, allowing the administration, faculty, and staff to autonomously apply District policy to the College’s educational programs and services.

**Analysis and Evaluation**

The College meets the standard. The Board uses a well-established, detailed, and current Board Policy Manual to govern its actions and decision-making. Policies and procedures for the regular evaluation and revision of policies are in place and routinely applied by administrative offices. Minutes of the District Council, the College Advisory Council, constituent groups, and Board meetings, as well as the record of revision dates listed with each policy, demonstrate a thorough and consistent evaluation and revision process for all policies.

During the 2010 Accreditation review process, the District was cited for not reviewing Board Policies. Therefore, the District agreed to review 20 percent of its Board Policies each year. However, this percentage did not cover enough of the policies that required updated legal
compliance and, therefore, a process to review all Board policies and procedures was initiated, as described throughout Standard IV.C. In order to maintain compliance, the management of policies and procedures will be added to the job description of the Executive Director for Government and Community Affairs.

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

Supporting Evidence

Board Policy 2410 Board Policies and Administrative Procedures
Administrative Procedure 2410 Board Policies and Administrative Procedures

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

Board Review of Student Learning and Achievement Data

The Board regularly reviews key indicators of student learning and achievement, along with institutional plans for improving academic quality. It is the designated responsibility of the District’s Office of Institutional Effectiveness and Student Success to provide the Board with detailed information and data on student achievement and institutional effectiveness on a regular basis, as part of the planned Board Calendar. To this end, the Office prepares reports based on analysis of relevant data and these reports are presented to the Board to inform ongoing decision-making regarding academic quality. Reports include:

- Student Success Scorecard Presentation in early September
- Board Ends Policy Monitoring Report on Career Readiness
- Board Ends Policy Monitoring Report on Transferability and Student Success
- Board Ends Policy Monitoring Report on Institutional Effectiveness
- Board Ends Policy Monitoring Report on College Environment
- Board Ends Policy Dashboard report quarterly

These reports serve as the foundation of Board discussions about student achievement and institutional effectiveness and resource allocation decisions. All reports are made public via the District website.

In addition, on June 9, 2015, the Board approved additional targets and goals relative to the Institutional Effectiveness Partnership Initiative of the California Community Colleges Chancellor’s Office. These targets have become a critical part of establishing a yardstick by which the Board reviews and compares the progress of the individual college on key student
success indicators. As part of this ongoing review process, the College regularly reports to the Board on the performance of their various campus programs and services. This includes the review of disaggregated student data. As an example of their regular review of disaggregated student data, at the June 14, 2016 Board of Trustees meeting, the Board reviewed a presentation on their Global Ends Statement, which was a gap analysis.

**Analysis and Evaluation**

The College meets the standard. As a part of the new governance model, the Board reviews and monitors, on a quarterly basis, reports related to the performance of the District and the College on indicators of student success. In 2015, the Board included these monitoring reports among the information it reviews in its yearly self-evaluation.

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

**Supporting Evidence**

- 2014 and 2015 Scorecard Presentation
- Board Ends Quarterly Monitoring Reports
- Global Ends Statement

**IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**Evidence of Meeting the Standard**

The first section of the District’s Board Policy Manual, Bylaws of the Board of Trustees, has established procedures for orienting new members, supporting their development, maintaining continuity, and staggering terms of office Board Development and Orientation. Specifically, Board Policy 2210: Officers states that the Board President shall develop and conduct an orientation for each new trustee, including the student trustee, within two months of the election of these individuals to the Board.

The training for Board members includes specific preparatory documents that are provided to new trustees, including the College Catalog and Schedule of Classes, organizational charts, recent accreditation reports, the current approved budget, the Bylaws, and the Brown Act. The ongoing development of knowledge and experience continues throughout each trustee’s term in office.

All trustees are required to participate in an annual retreat at the start of each calendar year, an occasion that begins the mentoring process for new Board members. In addition, the Board shares membership in several statewide organizations, including the Community College League of California (CCLC) and the Accrediting Commission for Community and
Junior Colleges (ACCJC). The Board’s annual self-evaluation process reflects the expectation of growth and development through criteria such as: Board members are knowledgeable about community college and state related issues. Board meetings also include some education or information time for the trustees.

**Mechanisms for Board Membership**

The mechanisms to ensure continuity of Board membership and staggered terms of office are described in the previously cited Board Policy 2100: Board Elections, which is listed in the Board Policy Manual on the District website. To provide appropriate representation of the public interest, Board Policy 2100 divides the composition of the seven publicly elected trustees into areas representing the various geographic areas of the district. The Board of Directors recently added two new Board members: Huong Nguyen and Scott Pham.

Trustee terms are staggered by an election process that opens only a portion of the seven seats every four years. At least one of the three members from the central district remains in office at all times. Each term lasts four years, with an option for re-election, except the student trustee, which is one year (commencing on May 15 of each year, as outlined in Board Policy 2015: Student Members.

At the Board Retreat of May 17, 2016, the Board discussed the need to improve trustee orientation and development. This discussion arose as a result of the Board Self-evaluation results in which trustees indicated that among areas for improvement were trustee orientation and development. The Board is working on a program to address these areas, based on Board Policy 2745: Board Self-Evaluation.

**Analysis and Evaluation**

The College meets the standard. The calendar and outline for the orientation and continuity of Board development is clearly stated in policies and is supported by the Chancellor, District and College leadership. This provides new members with a consistent program for training and familiarizing themselves with the protocols and practices of the current membership. Annual Board retreats, informative presentations at Board meetings, and opportunities for statewide involvement and training allow for ongoing development of all Board members in areas of state legislation, accreditation and college programs. The continuity of the Board has remained consistent due to stable and well-qualified membership and staggered elections.

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

**Supporting Evidence**

- Board Policy 2210 Officers
- Board Policy 2100 Board Elections
- Board Policy 2015 Student Members
- Board Policy 2745 Board Self Evaluation
IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees conducts an annual self-evaluation in accordance with Board Policy 2745. The purpose of the annual Board self-evaluation is to review the function, strengths, and weaknesses of the Board in order to identify specific functions working well and those needing improvement.

The Board of Trustees includes a standing Self-Evaluation Committee, which has been created to coordinate the Board self-evaluation process. This committee meets regularly to determine the mechanism and analyze the results of the self-evaluation.

The self-evaluation includes a survey of the board members to evaluate the effectiveness of the Board. Once the survey is completed, a summary of the evaluation is prepared by the Board President or the Board Self-Evaluation Committee, as determined by the Board. The Board discusses these findings in an annual Board retreat session, identifying areas for improvement. The Board later reports out on this process at one its public session, confirming that the self-evaluation has been completed and presenting the summary of the evaluation to District constituents.

During the most recent fiscal year (2015-2016), the Board made an effort to revise the previous year’s questions to better assess the progress made during the last year and, also, to better align the questions to the new ACCJC standards concerning Board governance, as well as to the Board’s Ends Policies and Governance Principles, which contains the Global Ends Policy.

The revised survey was issued to Board members at the October 13, 2015 Board of Trustees meeting. Response data was collected, and a summative report was reviewed by all trustees at the December 8, 2015 meeting. A board presentation was given in January 2016 regarding progress made on each of the Global Ends Policies. These reports are used to develop three to five goals for the upcoming year.

Analysis and Evaluation

The College meets the standard. The District has a policy (Board Policy 2745) that includes a formal assessment instrument for self-evaluation to assess how the Board can be more productive and effective. The Board uses this instrument, along with open and honest dialogue, at the annual retreat and then reports to the public that this has occurred.

The process of self-evaluation has seen cycles of improvement and revision since 2012 and since the implementation of the Board Ends Policies in 2014. During Fiscal Year 2015-2016, the Board Self-Evaluation Committee designed a process by which information would be
gathered from three different sources. The three data collection methods include: The Board Self-Evaluation Survey; The Board Meeting Evaluation, taken at the end of each board meeting; and the Board Ends Policy Monitoring Reports. By using multiple evaluation tools, the Board can obtain a holistic approach to their self-evaluation.

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

**Supporting Evidence**

- BP 2745 Board Self-Evaluation
- Evaluation Committee meeting minutes
- October 13, 2015 BOT Minutes
- Self-evaluation Summative Reports
- 2011-12 Board Work Plan
- Board Retreat minutes
- Board Monitoring Self-Evaluation Report

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

**Evidence of Meeting the Standard**

The Board of Trustees upholds a code of ethics and conflict of interest policy and individual Board members adhere to these codes and policies. The Board’s Code of Ethics is listed in Board Policy 2715: Code of Ethics/Standards of Practice, listed in the Board Policy Manual on the District website. In the adoption and review of this Code of Ethics, the Board develops, reviews, and complies with its own Code of Ethics statement. These policy-level practices include obligations that encompass objectivity, teamwork, stewardship of resources, and responsibility. In addition, the Board complies with the open meeting law, the Brown Act. The college community is invited to Board meetings and has access within the appropriate time span to agendas and minutes either electronically on the District and college websites or through hard copies placed in various locations on the college campus.

Also included in the Board’s Code of Ethics are clearly stated procedures for censure and for addressing any charge or complaint of trustee misconduct. Conflict of interest is addressed in Board Policy 2710 and Administrative Procedures 2710. The Board’s Governance Principles, Executive Requirements and Governance Process guidelines established in the Ends Policies and Governance Principals also outline the importance of ensuring that trustees comply with all District Board policies.
Analysis and Evaluation

The College meets the Standard. District policy, minutes, and other records demonstrate that the Board consistently follows its own Code of Ethics. Board Policy 2715 and Administrative Policy 2715 outline the process for dealing with a situation when the Board member violates its ethics policy. This policy has been through cycles of refinement over the last four years. Prior to this, the policy did not contain language relating to what to do if a trustee violates the code of ethics. The first change was approved January 10, 2012 and again in 2015 and most recently on March 8, 2016. Additional policies and procedures are in place to address Conflict of Interest.

Currently, the District’s trustees perform duties in accordance with their oath of office and commit to serving the educational needs of the citizens of the district in both the educational and employment environments of the District. The Board has a long history of following its Code of ethics and treating each other and the community with courtesy and respect.

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

Supporting Evidence

BP 2715 Code of Ethics/Standards of Practice
Board Policy 2710 Conflict of Interest
Administrative Procedure 2710 Conflict of Interest
Board’s Governance Principles, Executive Requirements and Governance Process

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

Evidence of Meeting the Standard

According to Board Policy 2430 Delegation of Authority to the District Chancellor, the Board of Trustees delegates to the District Chancellor the responsibility for administering the policies adopted by the Board as well as executing all decisions of the Board requiring administrative action. This authority is passed down from the Chancellor to the College President, as appropriate.

The Board’s role in relation to and as distinguished from the Chancellor is set for in its Governance Principles, specifically Principle Title: Governing. These Principles prescribe the organizational ends to be achieved and executive requirements for the District Chancellor’s exercise of his or her authority to manage the District’s affairs, allowing the District Chancellor to use any reasonable interpretation of these policies and principles.
The Board strictly limits its own role, as stated in **Board Policy 2200 Board Duties and Responsibilities**. As per Board Policy 2200, the Board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the District Chancellor
- Delegate power and authority to the District Chancellor to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the District

**Evaluation of the Chancellor and College President**

The Board of Trustees has established policies and procedures for the evaluation of the District Chancellor. These are clearly outlined in **Board Policy 2435 Evaluation of the Chancellor**, which is listed in the Board Policy Manual on the District website.

The Board of Trustees authorizes the District Chancellor to conduct evaluations of the College Presidents at least annually, as per **Board Policy 2436 Evaluation of the College Presidents**. As part of this process, the Board solicits input from all of the District’s major constituency groups, as specified in **Board Policy 2510 Participation in Local Decision-Making**, as well as in **Board Policy 2515 Participation of Recognized Employee/Student Representative Groups in Policy Development**. The evaluation process includes meetings with representatives of the constituent groups prior to the Board’s annual retreat, a self-evaluation by the President regarding his or her achievement of goals, a review of the President’s goals, and the setting of new goals and evaluation through the executive goal-setting process set forth by the Chancellor.

**Analysis and Evaluation**

The College meets the standard. Board Policies exist regarding the selection and evaluation of the Chancellor and College President. As per Board Policies 2435 and 2436, these processes are well defined. The delegation of authority by the Board to the District Chancellor is defined in Board Policy 2430 and through this policy the Chancellor may delegate to the College Presidents any powers and duties entrusted to him or her by the Board.

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

Board Policy 2430 Delegation of Authority to the District Chancellor
Board Policy 2200 Board Duties and Responsibilities
BP 2435 Evaluation of the District Chancellor
BP 2436 Evaluation of the President of EVC and SJCC
BP 2510 Participation in Local Decision Making
BP 2515 Participation of Recognized Employee Student Representative Groups in Policy Development

IV.C.13 The governing board is informed about the eligibility requirements, the accreditation standards, commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board is informed about the eligibility requirements and accreditation standards and processes. Understanding that the accreditation and self-evaluation process is ongoing within each seven-year cycle, the Board receives regular updates from the College in accreditation updates at open Board meetings that typically include information from the Vice President of Academic Affairs as the Accreditation Liaison Officer (ALO). Activities related to the accreditation process that have Board participation include matters such as reviewing the Substantive Change reports to ACCJC.

Training for the Board on the accreditation standards is conducted in the fall and includes the President sharing what he has learned from attending various ACCJC trainings and evaluation visits. All new board members are on-boarded with training that includes semi-annual training and retreats for the Board.

The Board assesses its own performance using the ACCJC standards. One of the components of the Board’s triangulated self-evaluation is the Board Self-Evaluation Survey. The survey includes three sections, which include items from ACCT’s Governance Institute for Student Success survey and items from the Board 30 evaluation survey. The last section of the survey includes locally developed items designed to evaluate the Board’s knowledge and understanding of the ACCJC standards.

The results of the Board’s self-evaluation survey are disseminated and discussed at the annual Board of Trustees planning retreat along with reports on student achievement data and institutional effectiveness. At this retreat the Board reviews necessary information and data and facilitate a planning process for the upcoming year. The resulting annual plan helps drive the Board’s continuous commitment to supporting improvement and effectiveness across the District.
Analysis and Evaluation

The College meets the Standard. Board members not only receive regular reports on matters related to accreditation, but have been directly involved in the self-evaluation process through interactive presentations, communications with the Presidents, the Vice Presidents of Academic Affairs (ALO) and Steering Committee membership.

Documentation for Board policies has always included the associated legal citation for each policy. All Board policies have been revised to cite associated accreditation standards where appropriate in addition to the legal citation.

The Board has set the clear expectation that they want regular reports on their ends policies and they receive them in the way of quarterly monitoring reports that measure institutional performance on various indicators of effectiveness and student success. Monitoring reports contain dashboard metrics and trends and data elements that relate to Board priorities. The reports show incremental movement on the student academic markers, surveys, and other institutional indicators. The Board uses these monitoring reports as a part of their self-evaluation and starting with their 2016 cycle, will create the annual goals and objectives using the results of these reports.

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

Supporting Evidence

2016 Board Planning retreat minutes
Board self-evaluation survey items related to accreditation

Standard IV.D. Multi-College Districts or Systems

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

Evidence of Meeting the Standard

The District Chancellor provides leadership and guidance in the communication of expectations of educational excellence and integrity throughout the District. The Chancellor also works with the administrative leaders at both the District and College level to assure support for the effective operation of the College and the District overall. Three administrative leadership teams carry out this work, each with its own function:
• Chancellor’s Cabinet: ongoing oversight of district programs, operations, and finances
• Executive Leadership Team: adds operational functionality to the Cabinet in the areas of communications, government relations, and budget
• District Leadership Team: set strategic priorities for the district

Through the mission, vision, and values statements, and through the strategic plan, the Chancellor works with these administrative leadership teams at both the District and College level to set priorities for the work that is to be done throughout the District and the College. Priorities are set by the District Leadership Team, which consists of both District and College leaders, including the Chancellor, the three Vice Chancellors, and the President and Vice Presidents of the College. This occurs at a two-day leadership retreat, held once a year in August, just prior to the start of the academic year.

Priorities are discussed at the bi-weekly Chancellor’s cabinet meeting, which is attended by the Chancellor, Vice Chancellors, and the College president. The Chancellor’s administrative assistant documents the cabinet meetings. Action items with responsible parties and deadlines are sent to each cabinet member within three days after the meeting. It is expected that the cabinet members, including the College president, communicate with their team members any actionable and/or relevant information that is discussed at the cabinet meetings.

The Executive Leadership Team consists of the cabinet members, with the addition of the Executive Director of Community and Government Relations, the Director of Communication, and the Executive Director of Finance. The team convenes as needed to address issues related to these areas of operation.

As the Chief Executive Officer for the District, the Chancellor establishes the lines of authority between the College and the District and defines the roles and responsibilities of each. These clearly defined roles and responsibilities and lines of authority are reflected in Board Policy 2430.

Delineation of functions, roles, and responsibilities is clearly defined in the Delineation of Functions Map that is posted on the District website and reviewed periodically to ensure continued accuracy and relevance. Questions about roles and responsibilities are discussed at the cabinet level and any clarifications or necessary changes are addressed. The Chancellor takes responsibility for ensuring District-level support for campus operations that are centralized, delegating the functional responsibility to the Vice Chancellor responsible for that centralized area.

Analysis and Evaluation

The College meets the standard. The Delineation of Functions map was evaluated in 2013 by way of a survey that was sent to all employees within the District. In 2015, the District and College began the process of re-design/re-organization. As a result, the Delineation of Functions map was revisited. Each of the senior leaders (the College president and Vice
Chancellors) reviewed the map with their employees. The map was updated to reflect changes as a result of the reorganization and to clarify functions that were identified in the survey as being unclear. In November 2015, the District Leadership Team reviewed both the Delineation of Functions Map and the Accreditation Function Map to ensure the relevance of both documents. Each leader was asked to take the document back to review with their teams. These documents were updated as a result of this vetting and are now included on the District website.

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

Supporting Evidence

District Leadership Team Retreat minutes
Chancellor’s Cabinet meeting minutes
Executive Leadership Team meeting minutes
Board Policy 2430
Delineation of Functions Map
Delineation of Functions Map Survey, 2013
Re-organization/Re-design summary 2014
Accreditation Functional Map

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

Evidence of Meeting the Standard

Delineation of Responsibilities and Functions

The District Chancellor documents and delineates the roles, responsibilities, and operational functions of the District and the College in a clear and transparent manner. In 2011, the District developed a functional map that delineates District and College functions and distinguishes roles and responsibilities of each entity. This document outlines delineation of responsibilities in more than 50 separate areas related to effective operations at the College and District levels. Some examples include Benefits, Student Services, Financial Aid, Resource Allocation, Planning, Research, Program Review, Board Relations, Purchasing, Student Success and Support Programs (SSSP).
The Delineation of Functions map was evaluated in 2013 and updated in 2015. The Delineation of Functions Map has been posted on the District’s website and distributed to the staff. This map is updated every four to five years as needed and as functions and responsibilities change. In addition, the District has provided an Accreditation Functional Map that further delineates the responsibilities of the District and College as it relates to keeping up with accreditation standards.

The District has responsibility for management and allocation of resources, including planning and budgeting. As such the District accepts primary responsibility for supporting the College in meeting ACCJC standard IV.D.2 as specified in the Accreditation Functional Map. The District Office participates in a Joint Accreditation Task Force, the membership of which includes the Accreditation Liaison Officer from the campus, the District Institutional Effectiveness Officer, and appropriate faculty and staff are included as needed.

Evaluation of Effective and Adequate District Services

The District office evaluates the effectiveness and adequacy of its services in three ways: District Office Program Review; Business Process Review; and Accreditation Self-Study and reporting process. All of these processes are data-driven.

In 2012, the District developed a Program Review process that each of the functional areas within the District office participates in. A committee, which includes representatives from Fiscal Services, Police Services, Institutional Effectiveness and Student Success, Human Resources, Payroll, Reprographics, and the Chancellor’s Office monitors the process. The purpose of the Program Review is to ensure that the District has a system for evaluating services to the College and plans for improving or increasing results.

The Program Review template requires each area to describe their functions and how these functions are aligned to the District mission and strategic goals. It also delineates roles, responsibilities, and primary beneficiaries/stakeholders. Areas develop measurable objectives using data collected from a bi-annual Institutional Effectiveness Survey and other locally collected data. For example, the purchasing department tracks the number of completed purchase requisitions as a part of its Program Review. The template also requires areas to conduct a SWOT analysis that, in conjunction with other data analyses, helps them to prioritize activities and resource allocation requests for the upcoming year.

As a result of the District Office Program Review, District services are modified to meet the needs and priorities of the College and other District locations. The results of the Program Review are distributed through the annual report to all managers throughout the District and College and documented on the District website.

The Program Review is designed as a two-year cycle. Since 2012, there have been three cycles of District Office Program Review, which includes analysis of the results of a district-wide survey. The District Office Program Review survey is sent to all classified staff, faculty, and administrators. The survey is designed to allow campus employees to provide feedback to the District Office regarding the services provided to the College. This feedback
is used for the improvement of services to the campus. The third round of survey results indicates improvement in both the visibility of District Office services to the campus and the satisfaction of employees with those services.

The District Office has a Program Review Committee with representatives from each District Office functional area (fiscal services, purchasing, warehouse, reprographics, human resources, police, institutional effectiveness and student success, chancellor’s office, ITSS, and facilities). This committee is responsible for determining the timeline and approach for the District Office Program Review process. Each area represented provides a bi-annual program review report that consists of an analysis of survey findings as well as other data points relative to that area’s primary objectives. The final District Office Program Review is made available through the District’s website.

The District is completing its third iteration of the program review. As a result of the first cycle, the District Office areas included measurable objectives and initiatives (ToDos) as a part of their yearly update. Many of the areas included initiatives related to increased customer satisfaction. As an example of how the Program Review helped to improve District Office services, in 2013, the DO Program Review survey results indicated that more faculty, staff, and administrators were aware of the District Offices areas and had taken advantage of their services. In addition, satisfaction for the services had increased. The District Office is currently analyzing the results of the 2015 program review survey and the functional areas will review these results and create new initiatives for the upcoming fiscal year.

In addition, each of the District operations underwent an extensive business process review in 2014-2015, the results of which are currently being implemented.

**Analysis and Evaluation**

The College meets the standard. Over the last five years the District has systematically worked to improve the delineation of responsibilities and functions between the District and the College and to improve the effective operation of District services to the College through regular evaluation and Program Review.

**Analysis of Delineation of Responsibilities and Functions**

The Delineation of Functions Map was implemented in 2011. As a part of the Institutional Effectiveness Survey conducted in 2012, the district incorporated a special section on the delineation of functions. This section asked staff, faculty, and administrators to rate their understanding the District and College functions and how they are delineated. The survey results revealed that while there was general understanding, there were some areas that needed additional clarification. Conversations at the cabinet level and presentations at Professional Development Days were conducted and resulted in changes to how various functional areas communicate their services to the wider campus communities.

Beginning in 2012-13, the focus was around promotion of the map by emphasizing communications, providing clarification and performing on-going review and adjustments to
the map. The priority is to have a document that communicates accurately the functional organization of the District and College and that the responsibilities of these functions are well understood by the San José/Evergreen Community College District. In 2015, the District and College began the process of re-design/re-organization. As a result, the Delineation of Functions map was revisited. Each of the senior leaders (the College president and Vice Chancellors) reviewed the map with their employees. In spring 2016, the District will once again send the survey and compare responses to see whether the activities of the past three years have made a difference in the understanding of faculty and staff of where responsibilities lie within District functional services and duties (IV.D.2.8).

**Analysis of Evaluation of District Services**

There have been a number of changes to District Office processes as a result of participating in Program Review. Since the first survey in 2012, analyses of results have spoken to the need for stronger communication between district office functions and the campus employees that they support. What follows is a description of major changes that have occurred as a result of analysis of district office program review data.

**Requests for Research (IESS)**

After reviewing the results of the 2013 District Office Program Review Survey, it was clear that campus still did not have an understanding of how to request data from the research office. As a result, the District implemented a form that can be filled and conveniently submitted online. The form leads employees through the process of submitting a research request and specifies what to expect once the request is submitted. In the District newsletter, the web location of this new [Research Request form](#) is highlighted and people were encouraged to use it when they want to request a research project from the research team. Since then, not only have requests for research gone up substantially, it is a great tool for documenting requests thus nearly eliminating the “lost” research request. In the 2015 Program Review Survey, we saw satisfaction with the research request process had increased.

**District Services Visit the Campus**

In 2013, human resources reviewed its results from the District Office Program Review Survey and found that satisfaction among employees with regard to the information coming from HR about benefits was lower than desired. As a result, in 2015, human resources began the first of what would become monthly visits to the Campus. These [HR on Campus](#) visits are a time where employees have the ability to meet with an HR professional about benefits and other work environment questions they might have. These visits have become so successful that Fiscal Services began joining HR and the visits are now called [HR and Fiscal Services on Campus](#).

Another element brought out in Program Review feedback is that campus employees do not always know what the District Office personnel do and how their work supports the work of the campus. As a result of their review of Program Review data, [Fiscal Services’ Webpage](#)
now lists all staff with assigned roles/responsibilities. Purchasing, accounting, and human resources now include on their webpages a toolbox for users (e.g., forms, processes) for the convenience of employees. Risk Management will soon have a website with similar toolbox which is currently under construction.

*Evaluation of the District Office Program Review Process*

The District Office has evaluated the process of Program Review for the District. Taking into account responses on the open-ended portion of the District Office Program Review Survey and comments from the committee during its process evaluation, the survey has been modified to include a quarterly survey that focuses on one or two specific District Office surveys. The first of these surveys will take place during spring 2016 and will focus on human resources. The purpose of these quarterly surveys is to provide the service areas with detailed and unique information relevant to their specific measurable objectives and initiatives for their program review.

In addition, each department represented in Program Review has an assigned staff member from the IESS office that serves as a liaison. This liaison helps the department to define metrics and targets, design survey questions, and understand and analyze data from surveys. This change to the process has been invaluable in not only helping the departments complete their Program Reviews, but also in keeping the process sustained.

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

*Supporting Evidence*

Delineation of Functions Map  
Accreditation Functional Map  
District Office Program Review Process  
District Office Program Review Template  
2015 Annual Report  
District Office Program Review survey  
IESS Initial Report  
Research Request Form  
HR on Campus Flyer  
HR and Fiscal Services on Campus Flyer  
Fiscal Services Webpage  
Purchasing Toolbox  
Accounting Toolbox  
Human Resources Toolbox
IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District Board Policy BP 6200 addresses with the preparation of the budget. This policy specifies that the annual budget shall be managed in accordance with Title V and that it shall support the District’s strategic and educational goals. In addition, the District has a process for allocation of resources to support effective operations and sustainability of the college and district to support student success. The District Resource Allocation Model (RAM) begins with a Board study session where budgeting principles and priorities are reviewed in preparation for the annual allocation process that follows. The process is in the early stages of being documented and is currently being evaluated through the participatory governance process.

The budget management process is effective, seasoned, and systematic. The latest audit reveals responsible financial controls with no audit exceptions. In addition, the latest financial review saw the District’s Standard and Poor rating increase to Aa1, which is among the higher of the community colleges in the Bay Area. The budget process is transparent and is documented on the District website along with the RAM and the Budgeting Principles. Based upon the latest financial audit, which was conducted in June 2015, there were no major findings or recommendations that would impact the ability of the district to carry out its financial obligations to the college.

Business Process Review

In 2014, the Vice Chancellor of Administrative Services was invited to meet with the deans at their annual academy to discuss concerns relative to systems and processes related to purchasing, including the production of purchase orders and relationships between their departments, their Campus Business Services Office, and the District Fiscal Services Office.

Over two days, the conversation resulted in approximately ten pages of flip-chart notes as to issues and concerns that the VCAS heard, and he agreed that he would immediately address with action plan strategies. In the weeks that followed, the VCAS met with the leadership within the District Fiscal Services Office to review the issues that were identified and to brainstorm solution strategies. The outcome resulted in a series of meetings that brought the end user/process initiator together with the College Business Services Office’s leadership and the District Fiscal Services Office’s leadership to address the specific concerns related to the issues that the deans had characterized.

These meetings, now called Business Process Review, are held monthly. The VCAS facilitates and strongly encourages open and candid dialog without evaluation and criticism, resulting in a discussion that fosters strong communication and open thinking as the group works to resolve identified issues. The meetings are managed in a completely participatory manner. The group builds the agendas, identifies issues, and discusses options and resolution
strategies. Following each meeting, there is a building of the subsequent agenda, and a feedback opportunity for each participant to describe whether or not the meeting met his/her expectations as well as an opportunity to suggest opportunities he/she may see for the group to improve upon the desired results.

Some of the solution strategies that have evolved from these meetings include implementation of the Accounting and Purchasing Toolboxes, forms enhancements, establishing an e-mailbox to receive approved invoices for processing, budget override (the ability to process transactions within a certain predefined deviation), development of workflows, contract and insurance protocols, and improved communications channels. Some of the more long-term strategies are still in the developmental stages as logistical and technical issues are worked through, for example, MyRequisition, MyBudget, Image Now/Soft Docs, Automated Check Requests, and Budget Pooling.

Probably the best measure of the success of these meetings has been the extent of participation and representation by the campus as demonstrated in the agenda and meeting materials. It is typical to have as many as five to a dozen administrative assistants from throughout the District participating, knowing that they will be heard and their issues addressed in earnest with all available resources present. The culture of these meetings is a safe environment to say what needs to be said, even if it is difficult for folks to hear. All participants have valued the process.

Roles and Responsibilities

A second process was activated through another group meeting called Roles and Responsibilities Committee. The participants in this meeting group are the management staff of Business Services Office for the College and the management staff in Fiscal Services Office for the District. These meetings are led and facilitated by the VCAS. While similar to the Business Process Review meetings previously described, Roles and Responsibilities Committee is more focused on the proper delineation of responsibilities and functions to foster an outcome of better service to the campus community.

The District and College have found that sometimes the lines of responsibilities are not clear to the campus community; the objective of these meetings is to describe these ambiguities and define whether it is the College’s or District’s responsibility to be the first responder to issues, questions or concerns that are being raised. This is an effort to define workflow so as to bring clarity, to be followed by training for the District and College as to who has responsibility for what in assisting to fulfill work requests. A major goal of the Roles and Responsibilities Committee is to define and streamline the workflow so as to expedite the task at hand and provide better service to internal customers.

As stated, the VCAS facilitates the Roles and Responsibilities Committee and, consistent with the BPR group meeting, takes great care that all concerns are heard and full respect is given. The objective is for each to better understand the other’s perspective with the intent to open the channels of communication and strengthen the College Business Office and District
Fiscal Services Office as being one team to serve all parts of the business function within the organization. This is a safe environment and candor and respect are expected and valued.

Fiscal Officers Meetings

Fiscal Officers is a monthly meeting that includes the Vice President of Administrative Services of the campus, the District’s Executive Director of Fiscal Services, and the Vice Chancellor of Administrative Services. This meeting is facilitated by the VCAS and follows the same standards as the Business Process Review and Roles and Responsibilities Committee, which include respect, candor, openness, and honesty. The goal is to seek to understand the other’s perspective, in an effort to work towards solutions strategies.

The tradition has been to bring agenda items to the meeting. The meeting typically starts by building the agenda; what’s on your mind, what’s working, what’s not working, what pressures are in the system; this meeting is truly a round-table solutions-oriented discussion on very topical issues. Issues may range from Financial Aid disbursements to the desire for VTA passes for students, to the complexities inherent in the District Independent Contractor Agreement. Purchasing processes and bond issues are discussed. All items are open for discussion and the results have been a great strengthening of relationships, understanding of differing responsibilities in the system, further development as a Business and Fiscal team working with a single goal in mind, and that is better service to faculty, staff, and students.

Business Officers Meetings

Similarly, the Controller leads a monthly meeting with the Business Officers of each location to discuss various processing challenges and opportunities for improvement. As differentiated from the Fiscal Officer’s meeting, this group is more focused on specific transactional procedures—what is working well and where challenges lie. This meeting is facilitated by the District’s Controller, who establishes a tone positive in nature with a goal of improving services and providing on-going training to staff at all levels. Examples of topics of discussion are Personnel Action Form completion, credit card and travel/conference reimbursement procedures, Adopted Budget and Year End Close debrief, Budget and Accounting Manual Review, Contracted District Audit Manual review in preparation for audit, and automated processing of journal entries and budget transfers. In all of this work, the goal is to identify the greatest number of efficiencies as possible and select manual tasks that might be prime candidates to convert to a higher level of automation, thereby maximizing technological capabilities and making better use of resources. These meetings are intentionally less formal with agendas built as a group as the team works to resolve problems and improve systems.

Financial Aid District/College Meetings

Financial Aid processes and procedures are highly complex; and also have a comprehensive interface between the College Financial Aid roles and responsibilities and District Fiscal Services. As such, approximately two years ago it became apparent that the District needed the College to come together with the District as a single body to have open conversations
about what was working well and what presented difficulties with regard to Financial Aid transaction processing.

The Vice Chancellor of Administrative Services convenes these meetings on an approximately quarterly basis, first calling to all the participants for agenda items to be sent in advance. At each meeting, the participants review the submitted topics for discussion and build and finalize the goals for that particular session. Topics have included the calendar of disbursements, technology opportunities and limitations, letters and communications to recipients. It is recognized that part of the participants’ responsibility and charge is to prepare students not just in their programming and curriculum but also in navigating the financial aid processes and preparing them for transfer to a four-year institution (IV.D.3.5).

Payroll on Campus and Purchasing Training

Since moving to the downtown location, the District’s payroll staff makes monthly visits to each campus to provide accessibility to said staff and payroll-related matters. These meetings are private one-on-ones, on a drop-in basis for two hours, and all are encouraged to attend.

During these private one-on-ones, in order to make staff’s time efficient, a laptop is present during the exchange in the event Ellucian is needed for research purposes. Attendees are assisted with everything from updating payroll profiles, such as W4, DE4, 403(b) enrollment or updates, and other payroll-related matters. Attendees are shown where to find important documents should they have more common questions and concerns that can be addressed within these documents. The District’s payroll staff also conducts new-employee orientation at the campus, as it is typically inconvenient for new-hires to visit the District Services Building in downtown San Jose.

The ultimate goal in this outreach is for the Payroll Department to have a campus presence and this outreach strategy has been successful.

The District’s purchasing staff also provides quarterly trainings at the campus. These trainings reflect different components of the procurement processes that affect public agencies. At the last several trainings, participants were taught how to initiate requisitions in Ellucian; how to have an open forum whereby initiators can ask questions of purchasing staff, discuss contracts and insurance requirements; and how to make their departmental purchases more efficient. This outreach strategy has been a success. The training is well attended by administrative staff charged with assisting their respective departments with its specific procurement needs, such as seeking out quotes and contracts. These are the frontline personnel who start the procurement process and who are the ones who fulfill departmental needs by initiate a requisition in Ellucian.

Analysis and Evaluation

The College meets the standard. To ensure compliance, in spring 2016 the district introduced a new resource allocation model that is now being documented. For a number of years, the allocation of resources has been discussed at the Chancellor’s cabinet level. Although, the previous allocation model was systematic, it was solely formula-driven (based upon FTES)
and did not consider information from Program Reviews, performance on goals and objectives, or institutional priorities. The District researched models from Districts similar in size and scope to, including other Basic Aid districts, and began the process of developing a new, more comprehensive allocation model. The Resource Allocation Model (RAM) is now a combination model that uses information from FTES, special program needs, and Program Review to prioritize resource allocation. The District also instituted an online survey in order to evaluate the RAM and close the loop in the development of the model. The survey is available on the fiscal services website and is intended for administrators, managers, supervisors, faculty, adjunct faculty, and staff to provide feedback. Results from the survey, which will be conducted annually, will be used to refine the model as needed (IV.D.3.4).

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

**Supporting Evidence**

- Board Policy 6200
- District Resource Allocation Model
- Principles for Budget Development
- 2015 Audit Report
- Finance-Business Process Review agenda
- Resource Allocation Model Survey

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

**Evidence of Meeting the Standard**

**Delegation of Authority**

The Chancellor delegates full responsibility to the College president for the operation and function of the College. Board Policy 2430: Delegation of Authority dictates that the Board of Trustees delegates the administration of the District to the Chancellor, who in turn delegates the administration of the College to the college administration. The Chancellor evaluates the president based upon their performance and goals related to this delegation of authority. In addition, the Board of Trustees reiterates this delegation of authority through their Governing Principals that are the foundation of their Ends Policies.

**Analysis and Evaluation**

The College meets the standard. The College president is a member of the Chancellor’s cabinet. Each cabinet member is evaluated annually based upon their performance relative to the District’s strategic goals as well as professional and personal goals and objectives. The
President submits an annual work plan that is based upon goals set that are linked to the Chancellor’s annual goals which are in turn linked to the District’s strategic plan as well as the Board Ends Policy goals and objectives.

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

**Supporting Evidence**

Board Policy 2430: Delegation of authority  
Board of Trustees Governance Principles  
President’s executive work plan

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

**Evidence of Meeting the Standard**

District planning is integrated with College planning through the District and College strategic plans, which are compliant with Board Policy 3250 Institutional Planning. With an emphasis on student success, the District strategic plan was completed in 2012 and is active until 2017. The strategic plan process included participation by members of all constituencies from the district office, each college and the workforce institute. The strategic plan objectives are linked to those of the College and are evaluated based upon set targets and the completions of activities that are delegated to members of the leadership at the district, college and workforce institute. The strategic plan is documented on the district website. The District Strategic Plan is monitored for effectiveness using the District Balanced Scorecard. This scorecard tracks metrics annually that are linked to the goals and objectives of each strategic initiative. In addition, the activities associated with the strategic initiatives are assigned to leaders at the District and the College to ensure that they are completed.

**Analysis and Evaluation**

The College meets the standard. The District has used its strategic planning process to guide decision-making, deploy resources, and quantify Board Ends Policies. The College’s planning processes are linked to the District process. Changes in the District’s processes have occurred as a result of analysis of planning outcomes. For example, employee satisfaction with their level of professional development is linked to the District’s strategic initiative on the Total Work Environment. It was becoming clear that employees, particularly administrative professionals, were not satisfied with the level of access to information about basic job functions and resources. As a result, human resources began a series of professional development sessions that take place once a semester specifically for administrative assistants and other administrative professionals. At these sessions, personnel from various district office services (such as research, fiscal services, district police, payroll, etc.) come in to share specifics on how to interact with their offices and processes. Ongoing
The integration of the College and District planning efforts will be supported through the College's Quality Focus Essay Action Project 1: Align campus activities utilizing the integrated plan.

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

**Supporting Evidence**

- Board Policy 3250
- District strategic plan 2013-2017
- District Balanced Scorecard
- Administrative Professional training agenda

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

**Evidence of Meeting the Standard**

The District has a number of mechanisms to promote communication between the College and the District and to ensure effective and timely operations. Ongoing committees exist for the purpose of working jointly with the College and throughout the system. The District Council consists of members of all constituency groups (CSEA, Faculty Senate, MSC, and Chancellor’s Cabinet) whose role it is to communicate any business to their constituents. Feedback gathered from constituent groups is brought back to the District Council and shared with the other groups. [Minutes of the District Council meetings](#) can be found on the District website.

The [Chancellor’s cabinet](#) is the place where the senior leadership discusses the business of the District, and its membership includes all vice chancellors and College president. When necessary, this group is extended to the senior leadership at the College, which includes vice presidents. The purpose of the Chancellor’s cabinet is to discuss and collaborate on the business of the College and the District. The Executive Administrative Assistant to the Chancellor distributes action items not more than three days after the meeting. Each meeting includes a time to follow up on action items. At the end of each cabinet meeting, a round-table discussion is held where information can be shared. Cabinet members are tasked with taking back relevant information to their departments and/or college.

A number of District services have implemented newsletters as a form of communication, including [Institutional Effectiveness and Student Success](#), [Information Technology and Support Services](#), Fiscal Services, and the [Foundation Board newsletter](#). These are sent to all employees on a regular basis. In addition, the Chancellor sends a weekly Friday letter to the
Board that includes information from the week’s activities at the District and the College, and a monthly newsletter to the entire District.

A number of District Office services received feedback through the Program Review Survey that campus personnel are not familiar with District processes. As a result of this feedback, the District Office has instituted mechanisms to ensure effective communication with the College. For example, in 2014, human resources and fiscal services began a monthly visit to the campus where questions about benefits, payroll, purchasing, hiring procedures or any other relevant information could be discussed with employees at the College (as previously described).

Information technology has set up a number of group email communication mechanisms that can be used by administrators to share information. The district email utilization policy guides the use of group communications. Employees have the ability to send mass communications to identified groups (such as the District Council, the Executive Team, or all managers) based upon their need for communicating information as a regular part of their job responsibilities. Per Board Policy 3720, all employees have access to sending District-wide or College-wide communications. In order to support the use of data for Program Review and decision-making at the campus, the new College Reporting and Operational Analytics (CROA) software has been used to send data reports to end-users via email. Specific reports that are sent via email are Program Review reports that are sent to primary faculty responsible for program review; enrollment updates that are sent to the president and vice presidents for instruction on a weekly basis, and FTES/FTEF reports that are sent to the president and vice presidents for instruction on a weekly basis (IV.D.6.7).

In compliance with the Brown Act, agenda and minutes items for each Board meeting are posted to the web for the public to view in Board Docs. Seventy-two hours before each Board of Trustees meeting, the Chancellor’s office sends the agenda with a link to Board Docs to all employees District-wide. In addition, the Chancellor meets at least once per month with the leadership of each constituency group (IV.D.6.8).

Analysis and Evaluation

The College meets the standard. Communication has been discussed for a number of years across the District. In 2011, the District created a Strategic Communication Plan that highlighted the importance of effective communication with internal and external stakeholders. In 2013, the District prioritized Communication as the sixth strategic goal in the 2013-2017 Strategic Plan. Objective II of this strategic goal is to develop ongoing two-way communication with all internal audiences. Key activities targeted for completion by June 30, 2015 were to revamp the District website to include an intranet for employees to collaborate with one another, to implement student email, and to encourage broad use of the Office 365 portal technology.

Through the communication structure established by the District and campus committee structure, dialogue regarding key issues occurs readily. The District utilizes a multi-pronged approach to outreach information to the campus community. These efforts include
newsletters and on campus visits. The District also leverages communication advances through the use of technology, including development of email groups and data reporting.

During the 2015/2016, the District and the College met quarterly to collaborate on accreditation activities. The dialogue proved beneficial and will be added to ongoing meeting structures with the group convening biannually.

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

Supporting Evidence

- District council minutes
- Chancellor’s cabinet notes
- IESS Newsletter
- ITSS Newsletter
- Foundation Newsletter
- Computer and network use policy (BP 3720)
- CROA website link
- CROA Program Review reports
- CROA Enrollment Updates
- Board Meeting Agenda and Minutes
- Strategic Communication Plan

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

Evidence of Meeting the Standard

Assessment of District Effectiveness

The District participates in a number of assessments of its effectiveness. Since 2012, the District has participated in a bi-annual District Office Program Review that is administered to faculty and staff to obtain feedback on District services. The Office of Institutional Effectiveness and Student Success produces a report which is shared with the College community through the website. A work-group called the District Office Program Review work-group, consisting of representatives from each functional area within the District Office, reviews the results of the survey, and communicates any feedback to their area of responsibility.
In accordance with Board Policy 2510 and as required by law, the District ensures the participation of appropriate members of District and College constituencies (Academic Senate; Classified Staff; and students) in decision-making. Occasionally, the District conducts an evaluation of the effectiveness of District-wide governance committees via survey. The last such survey was conducted in spring 2016. Comparison of the results of the most recent governance survey to the survey conducted in 2012 indicates that communication has improved.

**Redesign of organizational structures and roles**

As described in IV.D.2, the District has undertaken a comprehensive re-design of its organizational structure that in some cases has impacted role delineations. The assessment of the District and College organizational structure began with discussions at the cabinet level in 2014 and broadened to include the executive leadership and District-wide leadership teams. In 2015, the new organizational charts were shared with the all employees and a survey was conducted to elicit feedback. The feedback was evaluated and shared with the District Council. Modifications were made to these charts based upon all feedback and the re-design was prioritized and incorporated into the resource allocation model.

**Analysis and Evaluation**

The College meets the standard. As a result of evaluation of District services and communication mechanisms, changes have been made to key processes and functions to make it easier for the College and constituencies to participate in decision-making. For example, as a result of a review of the research office, it was clear that the campus needed more direct contact with research personnel. The office made use of the organizational redesign efforts across the District to hire a campus-based research analyst. The analyst is housed at the campus to provide data, analysis, and support to any teams or individuals in need of data and information for decision-making. Having the research analysts report directly to the campus enables them the ability to communicate the campus needs directly to the District, work collaboratively with District office staff, and make use of technological resources that are used at the campus.

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

**Supporting Evidence**

- Board Policy 2510
- Redesign Charts
- Redesign Survey
- Redesign Summary
- Research office organizational chart
- Research office delineation of responsibilities
Quality Focus Essay

San José City College serves a diverse population in the heart of an urban community. As an over-arching vision to improve student success, the College recognizes that it can improve in the areas of student success and achievement. As such, the College has prioritized this need through “The 2021 Vision for San José City College” and launched its 2021 Scholars Program that will provide students with pathways to obtain degrees, credentials, and certificates in a reasonable time; acculturate students to the College early on; and provide academic support services, including peer support, all without sacrificing quality or depth of instruction. The 2021 Scholars Program is in line with the ‘Americas College Promise’ movement and is a conscious effort to build academic programs that lead students toward transfer and professions in California that are projected to have shortages of trained personnel, thus increasing the chance for meaningful employment upon graduation. To fully enact “The 2021 Vision for San José City College,” the College has identified structural processes that need to be strengthened.

Completing the process of the 2016 Self-Evaluation has assisted the College in discerning three areas needing development and improvement in order to fulfill the goals of the 2021 Scholars Program and the overall effectiveness of College operations. 1) By improving operational processes, the College will be moving toward creating an optimal environment for supporting student success. Creating a mission-based operational manual that will streamline processes and procedures that currently require duplication of effort will ultimately make it easier for students to navigate the system and enable the College to collect and effectively use data to support student success and achievement. 2) By enacting an Educational Master plan supported by the Facilities Master Plan, the College will meet the future needs of students and of the community. 3) Work with the District to develop a more, effective District budget allocation model that is student-focused, combined with the on-going pursuit of more efficient business processes at the College and the District, that will permit more directed funding toward innovation student success programs.

The following are action projects identified for improvement over the next four years:

**Action Project 1:** Creation of a Mission-based Decision Making and Operational Manual  
(Self-Evaluation: I.A.1-3; I.B.1-3, I.B.5 & 7; I.C.5; III.C.5; IV.A.1-4)

**Action Project 2:** Implementation Plan for the Educational and Facilities Master Plans  
(Self-Evaluation: I.B.3-5; II.A.16; III.B; II.IC.1, 2)

**Action Project 3:** Budget Allocation Model and Process  
(Self-Evaluation: I.B.6; IV.B.5)

**Action Project 1: Creation of a Mission-based Decision Making and Operational Manual**
Identification of the Project

The 2016 Self-Evaluation made clear the need for a Mission-based Decision Making and Operational Manual the College can use as a resource for all constituency groups to improve institutional processes. This clarity of operations will ultimately provide clearer pathways to the College’s goal of student success. The Manual will also serve as a vehicle for continual institutional improvement and as a reference for accreditation reports. The areas to be covered in this manual are as follows:

1. Delineation of College Procedures

The College has a number of procedures that facilitate the operations of the College and support input and innovation from the constituent groups; however, these procedures and processes are not codified and centralized. Currently, some long-time leaders on campus know how the College operates, but a significant changeover in staff and administration would leave gaps in that institutional knowledge base. Therefore, the creation of a Mission-based Decision Making and Operational Manual is imperative to ensure College procedures and codify essential policies.

Key to this effort is the need for an Office of Institutional Effectiveness to help develop the structures for assessing student success and achievement measures.

One way of organizing the procedures of the institution is to crosswalk and align with the accreditation standards, recognizing student success as the core. This alignment will allow the College, more specifically the Office of Institutional Effectiveness, to more efficiently track activities and gather information for the assessment of student success and achievements, future self-evaluation reports, follow up reports, and the midterm report. Such a structure will allow the College to monitor compliance throughout each academic year. Alignment of these procedures with the outcomes of the 2021 Scholars Program will provide the College the needed data to track the 2021 Scholars throughout their time at the College.

2. Organizational Review and Restructuring

Another concern raised by the 2016 Self-Evaluation is the lack of participation by faculty and staff on College committees. One perceived reason for this lack of participation is that the College has too many committees, and often committee work is duplicated between different groups. In the process of creating the Mission-based Decision Making and Operational Manual, it will be necessary to evaluate College structures and continuously improve them; reorganizing the College committee structure is one possibility for improvement. One proposed idea is to structure the committees along the lines of the four accreditation standards.

3. Communication Plan

Clear and effective communication within the College structure and between the College and the surrounding community is necessary for the College to function and to serve its targeted populations. The Mission-based Decision Making and Operational Manual will delineate communication processes for internal communications and for developing outreach for the College to the community.
4. Institutional Effectiveness
The proposed Manual will also cover the procedures for evaluating and maintaining institutional effectiveness in the areas of:

- Office of Institutional Effectiveness and Research
- Institution-Set Standards for Student Achievement and Success
- Aspirational Student Achievement and Success Goals
- Mission Statement Assessment
- Ongoing analysis of the success of the 2021 Scholars program

Having procedures in place for such critical aspects of the College’s core focus will ensure robust self-evaluation and re-evaluation that will allow the College to grow and improve its efforts in adapting to the needs of its constituent groups and improving student success.

**Desired Goals and Outcomes/Actions and Implementations**
The desired goal for Action Project 1, the Mission-Based Decision Making and Operational Manual, is the creation of a Manual that is sufficiently detailed and clear, yet succinct. The Manual will be completed in final draft and approved by the Academic Senate and the College Advisory Council (CAC) to recommend approval by the College President by May 2018.

The CAC will spearhead this project and identify ad hoc committees to work on it, including faculty members appointed by the Academic Senate. Many of the needed procedures have been highlighted through the 2016 Accreditation Self-Evaluation process, and the CAC will undertake the identification of further gaps that require codification.

**Institutional Support**
The College will greatly benefit from the creation of the Mission-based Decision Making and Operational Manual. The project will be led by the CAC with support from the Office of Academic Affairs. The 2016 Self-Evaluation is a strong resource and reference point for the project as the need for the Manual was made clear through this process. The CAC, the Academic Senate, and the Classified Senate will review the Manual. Once established, reviewing the Manual and making changes to it as necessary will be conducted on a two-year cycle and be overseen by the CAC.

**Timeline**

<table>
<thead>
<tr>
<th>Important Dates</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May 2016:</strong> Lay groundwork for the creation of the Manual. Include in QFE.</td>
<td>College Advisory Council (CAC) Agenda May 20, 2016</td>
</tr>
<tr>
<td><strong>May 2016:</strong> College committees are directed to align their charges and goals to the College Mission and Accreditation standards.</td>
<td>CAC College committees</td>
</tr>
<tr>
<td><strong>Summer 2016:</strong> Create job description for Office of Institutional Effectiveness administrator</td>
<td>College Executive Team</td>
</tr>
<tr>
<td><strong>Fall 2016:</strong> The CAC will incorporate Institutional Effectiveness as a major part of its charge beginning in fall 2016 and define the parameters for assessing institutional effectiveness and how the assessments will be used to support the college's mission and aspirational goals.</td>
<td>CAC</td>
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<tr>
<td><strong>September 2016:</strong> Structure and chapters for the Manual are identified by the CAC and assigned to committees or ad hoc committees as needed.</td>
<td>CAC College committees Ad hoc Operational Manual (as needed)</td>
</tr>
<tr>
<td><strong>Sept – Dec. 2016:</strong> Begin identification of needed procedures.</td>
<td>CAC Strategic Planning Committee</td>
</tr>
<tr>
<td><strong>Fall-Spring 2016:</strong> Program Review Committee incorporates Institution-Set Standards for the next round of comprehensive and annual updates, asking programs to assess their results for student achievement with the Institution-Set Standards and take appropriate action.</td>
<td>Program Review Committee</td>
</tr>
<tr>
<td><strong>Spring 2018:</strong> The Mission-based Decision Making and Operational Manual is approved by the CAC, Classified Senate, and Academic Senate</td>
<td>CAC</td>
</tr>
</tbody>
</table>

**Action Project 2: Implementation Plan for the Educational and Facilities Master Plans**

**Identification of the Project**
The College has an Educational Master Plan and a Facilities Master Plan that have been created with a 30-year outlook. Implementing an Educational Master Plan is essential to lay the foundation for educational pathways to support the 2021 Scholars Program on a short-term and long-term basis. As the Facilities Master Plan was developed out of the Educational Master Plan, the College will use the programming components of the Educational Master Plan to develop the architectural framework for implementing the Facilities Master Plan. While campus processes exist that facilitate the implementation of these plans, this Action Project stems from a need to have a central mandate to activate those processes and establish future pathways for student success. It is also anticipated that the District will have a Bond Measure on the November 2016 ballot; if so, having an implementation plan for the Facilities Master Plan will be critical.

**The Educational Master Plan**

*Short Term Goals:* The College will develop an implementation timeline for the Educational Master plan by the end of the fall 2016 semester, incorporating the 2021 Scholars Program. This timeline will be structured around the Facilities Master Plan, which has a well-developed timeline.
The two plans need to be synchronized to allow the institution to give students the best learning environment possible.

*Long Term Goals:* Long-term goals cannot be structured at this point, so the timeline to be created by the end of fall 2016 is essential in moving forward to create such goals.

**The Facilities Master Plan**

*Short Term Goals:* The District will likely propose a multi-hundred-million dollar bond measure in fall 2016 in order to allow for growth, the realization of the Facilities Master Plan, and the synchronization of the Facilities Master Plan with the Educational Master Plan.

*Long Term Goals:* Implementing the Facilities Master Plan will ensure the College has the physical resources in place to support the Educational Master Plan for at least the next decade.

**Desired Goals and Outcomes/Actions and Implementations**

A timeline will be created in order to synchronize the Educational and Facilities Master Plans. This timeline will create a framework for growth so that by fall 2018, a clear set of processes will be in place to realize the full implementation of the plans.

**Institutional Support**

The College Advisory Council (CAC), in coordination of the Facilities and Safety Committee, will spearhead the process of synchronization of the Educational and Facilities Master Plans and identify ad hoc committees to work on the project. The Academic Senate and the Classified Senate will also be involved in the success of the project.

**Timeline**

<table>
<thead>
<tr>
<th>Important Dates</th>
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<tbody>
<tr>
<td><strong>May 5, 2016:</strong> The CAC will begin looking at a timeline for the project.</td>
<td>CAC</td>
</tr>
<tr>
<td><strong>October 2016:</strong> A rough draft of the timeline will be sent to the Academic Senate and the Facilities Committee.</td>
<td>CAC</td>
</tr>
<tr>
<td><strong>Fall 2016:</strong> A bond measure is proposed for the November election.</td>
<td>Office of Academic Affairs Facilities Committee</td>
</tr>
<tr>
<td><strong>November 2016:</strong> The Academic Senate, Classified Senate and Facilities Committee receive a final version of the timeline.</td>
<td>CAC</td>
</tr>
<tr>
<td><strong>Spring 2017:</strong> A timeline will be implemented that will set both long-term and short-term goals</td>
<td>CAC Facilities Committee</td>
</tr>
</tbody>
</table>
**Action Project 3: Budget Allocation Model and Priorities**

**Identification of the Project**
An area frequently identified as needing improvement in the self-evaluation for the College is the allocation of funds from the District to the College annually. In early 2016, the new District Chancellor recognized that the existing budget allocation model was not clear and made the creation of a transparent budget allocation model a priority. Dialogue with the District to develop a new and more responsive model is imperative to create and maintain budget consistency and to allow for more flexibility and creativity toward the College's student success efforts. Although this dialogue was initiated several years ago through the participatory governance channels, it was spring 2016 when the new Chancellor hired a budget consultant to aid the District and the Colleges in this effort.

**College Process for Resource Allocation**
Over the past three years, the College has developed strong participatory and data driven processes for resource allocation. At the end of the fiscal year, however, if funds are not spent, they are returned to the District. Business processes at the District office and the College need to be improved to allow these funds to be reallocated as needed to support College functions and programs during the fiscal year. This process would ensure support for areas that have fallen short or were not earlier prioritized, create a better use of funds, allow for growth and innovation, and enable the funding of projects, such as the 2021 Scholars Program, that arise throughout the year.

Another gap in the College process for resource allocation is the identification and tracking of classified staffing needs. In May 2016, a Classified Senate was formed. At the May 24, 2016 Board meeting, the trustees overwhelmingly supported the formation of a Classified Senate at the College. Similar to the Academic Senate, having a Classified Senate will help identify and prioritize classified staffing needs addressed in Program Review.

**District Process for Resource Allocation**
As mentioned, resource allocation is an area that needs to be reworked through a process of dialogue and good faith so that the mission of the College is more fully and clearly supported. At the end of this work, the College will have a full understanding of a data-driven budget allocation model by which the College's annual allocation for both operational and discretionary funding is determined.

**Desired Goals and Outcomes/Actions and Implementations**
The desired goal for Action Project 3, Budget Allocation Model and Priorities, is for 100 percent of unused funds from College functions to be reallocated within the College and not returned to the District. By spring 2017, the Finance Committee will develop procedures for allocating funds derived from the resource allocation model, which will be included in the Mission-based Decision Making and Operational Manual after approval by the College Advisory Council.
Institutional Support
The Finance Committee will work on identifying procedures for reallocation of funds and aspects of the current District allocation model that need to be addressed. The Academic Senate and Classified Senate will be resources for this process, along with the Strategic Planning Committee, the Finance Committee, Fiscal Services, and the President’s Executive Team.

Timeline

<table>
<thead>
<tr>
<th>Important Dates</th>
<th>Responsibility</th>
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</thead>
<tbody>
<tr>
<td><strong>May 24, 2016:</strong> Classified Senate approved by the Board.</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2016:</strong> A consultant has begun gathering information from SJCC, EVC, Work Force Institute, and the District on the current Resource Allocation Model.</td>
<td>Chancellor’s Office</td>
</tr>
<tr>
<td><strong>Summer 2016:</strong> The Classified Senate is functional.</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2017:</strong> The Finance Committee will have developed policies and procedures to be included in the Operational Manual and implemented.</td>
<td>Finance Committee</td>
</tr>
</tbody>
</table>
| **Spring 2017:** A new model for District Resource Allocation will be proposed for possible implementation in Fall 2017. | SJECCD  
Chancellor’s Office  
Office of the President, SJCC  
Finance Committee  
Academic Senate  
Classified Senate  
College Advisory Council |

Assessment of Action Projects
Each year, the College will review its advancement towards the goals of the QFE, the progress on the three Action Projects, and the effectiveness of the QFE processes, timeline, and cycles. The College will assess the internal processes and systems to embed the plan into existing College-wide processes and systems to and for advancing student learning and achievement. Through this process, the QFE becomes a critical component in college operations and the foundation for the institution’s mid-term report.

Specifically, the College will evaluate the specific actions that the College intends to take in order to achieve the goals identified in the QFE and make appropriate adjustments and improvements based on the yearly findings. As a result of a review of the findings, the College will refine as necessary its key processes and structures to improve student learning and achievement.
Each year, the College will generate a progress report to report the progress on the objectives and recommend improvements to the process. The report will include:

- An analysis of the data to identify strengths and areas for innovation and improvement, comparing performance to trend data at the College.
- Identification of links to existing governance and planning processes.
- Plans to address areas for improvement.

Specifically, the annual QFE report will cover the:

- Analysis of progress on Action Projects and steps, including:
  - Progress summaries from the responsible parties.
  - Evaluation and modification of the measurable outcomes.
  - Work of the Institutional Effectiveness Committee on the progress on goals.
- Integration of Action Projects with other institutional plans and interventions.
- Discussion and assessment of overall progress on the Actions Projects based on the analyses.
- Recommendations for modifications to the Action Projects.
- Solicitation and incorporation of campus feedback on recommendations as appropriate.

The assessment review begins at the outset of each academic year to build college governance and operations. The assessment process takes a broad look at the college-wide efforts over the entire academic year to provide a holistic assessment of the plan.

**Timeline and Process for Assessing the Quality Focus Essay**

**August 2016, 2017, 2018**
The Accreditation Liaison Officer will convene the Accreditation Steering Committee. The Steering Committee will develop a process for soliciting feedback on the components of the QFE from the key governance bodies and offices who are directly involved in implementing the plan and reviewing the processes. The College President will provide and report the vision for and progress on the QFE Action Projects at the beginning of the academic year.

**October and November 2016, 2017, 2018**
The Accreditation Steering Committee will work with the College researcher to solicit feedback and assess progress toward achieving its stated goals and make decisions regarding the improvement of student learning and success in an ongoing and systematic way. Assessment is embedded in existing College processes, including Program Review, integrated planning, resource allocation and decision-making, and includes qualitative and quantitative data.

**December 2016, 2017, 2018**
The College President will provide a progress report to College Advisory Council.

**January through February 2017, 2018, 2019**
The researcher and the ALO will bring together all of the feedback and generate a summary report for the Accreditation Steering Committee and appropriate College committees. The College Advisory Council will distribute the report and the Accreditation Steering Committee and appropriate committees will review the findings.

**March through April 2017, 2018, 2019**
The Accreditation Steering Committee and appropriate college committees will evaluate the findings recommend innovations where appropriate.

**May 2017, 2018, 2019**
The Steering Committee will report the progress on the QFE goals and Action Projects to the College community. The President will provide reports to the college and the community.

**June 2017, 2018, 2019**
The Accreditation Steering Committee will present progress to the College Advisory Council for review and approval at the end of each academic year. The Institutional Effectiveness Committee will ensure that the College is making progress on institutional effectiveness measures. The Accreditation Steering Committee will hold a debriefing of the previous year's progress and begin planning the activities and efforts for the next academic year.

The College President will make a report on the progress of the Action Projects to the Chancellor and the Board of Trustees.

**Additional Assessments**
- **Classified Senate:** The Senate was formed and independently functional in summer 2016. The Classified Senate will conduct an annual self-evaluation that will be used as a tool for creating needed change for the following academic year.
- **The Finance Committee** will evaluate the procedures for the College Budget Allocation Process annually, and the evaluation will be used as a tool for determining effectiveness.
- **Set and open dialogue between the District and the College,** beginning in spring 2016, will continue on the topic of resource allocation models.
- **A new participatory and transparent resource allocation model** will be created by the end of spring 2017 with a proposed implementation for the 2017-2018 academic year.
## Changes and Plans Arising out of the Self Evaluation Process

### Current and Future Plans from the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Proposed Change</th>
<th>Standard</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Participatory Governance and Planning Handbook to include process for updating the mission statement</td>
<td>I.B, IV.A</td>
<td>College Council; Academic Senate</td>
<td>Spring 2016</td>
<td>Mission will broaden to include BA degrees</td>
</tr>
<tr>
<td>Fold evaluation of QFE into regular evaluation of the Educational Master Plan</td>
<td>I.B</td>
<td>College Council; Accreditation Steering Committee</td>
<td>Spring 2016</td>
<td>Updated handbook</td>
</tr>
<tr>
<td>Financial Aid will evaluate the impact of adding additional workshops and refine as necessary</td>
<td>I.B.2</td>
<td>Dean of Research and Planning</td>
<td>Spring 2016</td>
<td>Improved assessment of outcomes</td>
</tr>
<tr>
<td>Add specific questions to program review to assess performance based on institution set standards.</td>
<td>I.B.3</td>
<td>Director of Financial Aid</td>
<td>Spring 2016</td>
<td>Improved student financial literacy</td>
</tr>
<tr>
<td>Classified Staffing Plan development and process incorporated into ongoing program review process</td>
<td>I.B.3; III.A.9</td>
<td>PIE Committee</td>
<td>Make change during spring 2016 evaluation; implement in fall 2016</td>
<td>All programs will expand evaluation of progress on student achievement outcomes for their programs based on institution set standards and targets; improved assessment of outcomes.</td>
</tr>
<tr>
<td>CurricuNET Implementation</td>
<td>I.C.2, I.C.5, IV.A.4</td>
<td>Vice President of Administrative Services; PIE Committee</td>
<td>Fall 2016</td>
<td>Sufficient number of support staff to more effectively support student outcomes.</td>
</tr>
<tr>
<td>Implement the Four Cornerstones for success (expanded MMAP)</td>
<td>II.A.6, II.C.7</td>
<td>Academic Affairs</td>
<td>Fall 2017</td>
<td>Seamless integration of curriculum and SIS</td>
</tr>
<tr>
<td><strong>IEPI partnership</strong></td>
<td>II.A.11</td>
<td>SSSP, Language Arts Division, Math Division</td>
<td>Begin Fall 2015, and then ongoing</td>
<td>More rapid progression of students through basic skills to college level English and math</td>
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<tr>
<td>Development of systematic process that drives data-driven decision making</td>
<td>II.A.1</td>
<td>Dean of Teaching and Learning, SLO Coordinator</td>
<td>Begin Spring 2016</td>
<td>Better assessment of program outcomes</td>
</tr>
<tr>
<td>Communication plan for how decisions are communicated to the campus and relevant stakeholders on other committees is needed</td>
<td>II.A.2</td>
<td>President, VP Academic Affairs, VP Administrative Services, VP Student Affairs, Academic Senate</td>
<td>Begin Fall 2016 and then ongoing</td>
<td>Clear delineation of function for college committees</td>
</tr>
<tr>
<td>Evaluation of existing degrees and certificates to delineate terminal achievements from transfer degrees</td>
<td>II.A.3</td>
<td>Strategic Planning Committee, President, Vice Presidents, Academic Senate</td>
<td>Fall 2016 and then ongoing</td>
<td>College will be able to address targets in a meaningful way</td>
</tr>
<tr>
<td>Robust campus-based research arm that makes reliable data accessible at all levels of the college to foster data-driven decision making</td>
<td>II.A.1</td>
<td>IPCC, Academic Deans, VP Academic Affairs</td>
<td>Fall 2016 and ongoing</td>
<td>Outcomes assessment at certificate and degree level will be strengthened</td>
</tr>
<tr>
<td>Relating of SLO data at the course, program and GE level to statewide measures of student success and retention, as well as the college's goals of institution-set standards</td>
<td>II.A.3</td>
<td>President, VP Academic Affairs, VP Student Affairs</td>
<td>Fall 2016 and ongoing</td>
<td>Accessible data that is reliable and contributes to data-driven decision making as a priority and cultural norm</td>
</tr>
<tr>
<td>Organizing committees to align with accreditation</td>
<td>IV.B.4</td>
<td>President, VP Academic Affairs, VP</td>
<td>Fall 2016 and ongoing</td>
<td>Accessible data regarding institution set standards and</td>
</tr>
</tbody>
</table>
standards could help embed the standards more fully into College policies and procedures, thus serving as a way to document progress and to encourage more campus wide participation and engagement in the Accreditation process.

| Development of administrative procedures manuals that ensures changes to any institutional statements or policies made in one resource document triggers changes made in other documents (e.g. Academic Freedom Definitions in faculty contract, board policy, SJCC catalog) | Student Affairs | college goals that will foster efforts to move the needle at the institutional level. | President, VP Academic Affairs, VP Student Affairs | 1C9 | Fall 2016 and ongoing | Greater participation in accreditation and self-study process through embedding of accreditation standards into College policies, procedures and committee charges |

| Development of administrative procedure that defines frequency and participation level of review and assessment of mission statement | District Office, President VP Academic Affairs | Consistency of definition/statements/policies across all key institutional resource documents | 5 | Fall 2016 and ongoing | IC 5 |