Evergreen Valley College

Institutional Self-Study Report

In support of Reaffirmation of Accreditation

Submitted by:

Evergreen Valley College
3095 Yerba Buena Road
San Jose, Ca 95135

To:

Accrediting Commission and Junior Colleges
Western Association of Schools and Colleges
President’s message

I am honored to have served as president of Evergreen Valley College since 2005. Throughout the past six years the College has been engaged in activities focused on the improvement of institutional quality and effectiveness consistent with the standards set forth by the Accrediting Commission for Community and Junior Colleges. Toward that end, this institutional self-study has provided the College the opportunity to further reflect on that which we are doing well, in addition to those opportunities for growth and enhancement.

I am exceptionally proud of this institutional self-study. Throughout my 20-year career in higher education I have been involved in many accreditation related activities. I have never been involved with a more collaborative and collegial process than the one that led to the preparation of this report. I am extremely grateful to the students, faculty, staff, and administrators who participated in this process. The strength of our shared governance structure provided the essential framework for such collaboration. The Institutional Effectiveness Committee comprised of faculty, staff, and administrators provided the vision, leadership and catalyst for bringing it all together.

I continue to be very impressed with the College community’s commitment to the success of our richly diverse students. I am confident that the College’s many accomplishments over the past six years will be reflected in the review team’s assessment.

Respectfully submitted,

David Wain Coon, EdD
President
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Institutional Self-Evaluation

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Certification of the Institutional Self-Study Report

Date:  July 2010

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

From:  Evergreen Valley College
        3095 Yerba Buena Road
        San Jose, CA 95135

This institutional Self-Study Report is submitted 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-study accurately reflects the nature and substance of this institution.

David Wain Coon, EdD
President
Evergreen Valley College

Doug Tretheway, PhD
SJECCD Acting Chancellor
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1st Vice President, CSEA
Evergreen Valley College

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Administrative Accreditation Co-Chair
Evergreen Valley College
Abstracts of the Self Study

Standard I

The Self Study shows that Evergreen Valley College is strongly committed to fulfilling its mission and goals, which have student learning as their primary focus. Evergreen Valley College exists, according to its Mission Statement, “empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.” The college’s Strategic Initiatives (Student Centered, Community Engagement, and Organizational Transformation) provide a tangible form for this ideal and enable members of the college community to work towards its fulfillment.

The college has a robust strategic planning process, which includes regular consideration and potential revision of the Mission Statement and Strategic Initiatives. The mission itself was recently revised through a college-wide process in 2009-2010, producing a meaningful statement that the whole college can support. This process is open, participatory, and dynamic, engaging all constituency groups and the entire college community in creating and giving life to the Mission Statement and Strategic Initiatives. Once the college community has articulated these goals on a broad scale, the process cascades down to the division, department, and program levels where specific Commitments to Action and Success Metrics are set, which define and measure material progress towards the fulfillment of stated goals.

Evergreen Valley College has an integrated planning framework that aligns planning, budget allocation, and assessment/evaluation. In recent years, the college has significantly increased its use of quantitative and qualitative data to evaluate, plan, and improve its effectiveness in accomplishing its mission and goals. Other examples of meaningful planning and evaluation include the college’s successful Program Review model, the SLO Subcommittee’s Progress Plans for charting and supporting each program’s learning outcomes assessment, and the college’s participation in the Equity Scorecard and Achieving the Dream initiatives to identify and address achievement gaps for underachieving student groups. Using an equity-minded approach, and embracing a participatory shared governance structure, the college has made great strides towards evidence-based decision-making at all levels.
The mission, goals, and planning processes of Evergreen Valley College are very strong and fundamentally sound. Because strategic planning and meaningful shared governance are only a few years old on this campus, however, the college commits itself in Standard I to continuing work along the current path. Therefore, Standard I includes Planning Agenda items on encouraging all members of the college community to engage in the strategic planning process, examining ways to improve the participation of classified staff members and students on shared governance committees, and increasing the college’s use of data and assessment to evaluate student learning.

**Standard II**

The Self Study reveals the very positive story of Evergreen Valley College’s instructional programs, student support services, and library and learning resources. All are geared towards fulfilling the college’s mission by empowering and preparing students from every background to succeed in college and beyond. These programs enable and support student learning in a welcoming environment, enrich students’ understanding of and appreciation for diversity, encourage personal and civic responsibility, and foster the intellectual, aesthetic, and personal development of students. The college’s student centered philosophy is reflected in every aspect of Standard II, from the design and function of these programs to the culture of collaboration, dialogue, and respect for diversity that has developed on campus.

The college’s progress towards creating and assessing student learning outcomes (SLOs) is a major theme for its instructional, support services, and library and learning resources in Standard II. Since 2003 the college has steadily implemented SLOs for each new course developed and for each revision of an existing course. As a result, the vast majority of courses have SLOs and any that do not are scheduled for deletion in December 2010. The college’s current focus is on implementation of the SLOs and meaningful assessment plans for certificates, degrees, programs, services, and the institution.

Evergreen Valley College’s integrated program review process provides each instructional, student support services, and library or learning resources program with an opportunity for data-based evaluation and dialogue. The college’s Institutional Effectiveness Committee (IEC), a shared governance body, oversees program reviews along with strategic planning, accreditation,
and development of the Educational and Facilities Master Plan. Program reviews are completed with the help of the district’s Office of Research and Institutional Effectiveness (RIE), which provides relevant data sets through the district’s Data Portal. As a result of program review evaluation and dialogue, the college is able to identify areas of need, address achievement gaps, and improve institutional effectiveness for instructional programs, student support services, and library and learning resources.

The SLO Subcommittee was created in fall 2009 to recommend systemic implementation of the SLOs and assessment plans. The subcommittee consists of instructional faculty from GE and CTE areas including nursing, library and learning resources faculty, administrators from both Student and Academic affairs, and the Curriculum Committee chair. The SLO Subcommittee integrated the SLO and assessment process with the college’s strategic planning and program review process. To streamline the implementation process, a basic template was developed by the SLO Subcommittee which also includes a proposed SLO assessment cycle for each certificate, degree, program, service area, as well as the institution. In cooperation with area faculty and deans, the SLO Subcommittee has created Progress Plans for SLO creation and assessment by 2012 for each segment of the college. In the recent Employee Survey, 74% of respondents agreed or strongly agreed that the college is committed to continuous improvements in student learning.

Planning Agenda items in Standard IIA reflect common themes. In line with the college’s evidence-based approach to evaluation and student learning, the college commits to continuing to develop SLOs and meaningful assessment plans through the SLO Subcommittee for all courses, degrees, certificates, programs, and the institution as a whole. The SLC Subcommittee’s Progress Plans, Sample Template, and work to date indicate both tremendous progress as well as a reasonable plan to complete the development and assessment plans for SLOs in all areas by 2012. Another common theme addressed in Standard IIA Planning Agendas is the college’s resolve to continue conducting evaluation and pursuing dialogue on equity-minded approaches to improving student success under the framework of the Achieving the Dream initiative. In addition, the college plans to expand its online class offerings along with the technological, student services, and training infrastructure to support these additional offerings.
Standard III

The self study shows that Evergreen Valley College effectively uses its human, physical, technological, and financial resources to achieve its mission and strategic initiatives. The college’s priorities are determined through the strategic planning process, which serves as a basis for other planning efforts and for resource allocation decisions. The college’s Educational and Facilities Master Plan will be updated by fall 2010, and this will provide the blueprint for future curriculum and space needs as well as for additional planning and decision-making in the areas of facilities, technology, and district resources.

Human resources are effective in meeting the needs of the college and its students. Personnel are sufficient in number, and are appropriately skilled and trained, to provide and support the college’s student learning programs and services. Hiring criteria, requirements, and practices are rigorous and fair. Evaluation procedures are clearly specified for each category of employee and are carried out systematically. The college and its district have a diversity policy that integrates respect for diversity into hiring, recruitment, evaluations, policies and procedures, staff development activities, work force, and student learning. The self study shows the need for an institutional code of ethics for each category of employee, which should be developed at the district level. In addition, district policies relative to Management, Supervisory, and Confidential staff are out of date and are being updated. Like other colleges, EVC has not been immune to the ongoing state budget crisis, so an ongoing challenge will be the maintenance of sufficient human resources and staff development support during a time of funding shortages. All of these needs are addressed in the planning agenda sections of Standard III A.

Physical resources are sufficient to support the integrity and quality of the college’s programs and services. As a result of identified space needs, several new buildings have been constructed in recent years along with extensive modernization work to existing buildings. The college developed a comprehensive campus modernization project plan where four 30+ year old existing buildings are remodeled and modernized over the course of five years to address current teaching and learning needs including technology, student-centered classrooms, and adequate faculty and other offices. In the near future, budget constraints will continue to be a challenge and any reduction of maintenance funds will limit the college’s ability to properly
maintain existing physical assets. It is likely that additional bond proposals will be presented to the voting public to fund Evergreen’s continued effort to upgrade and modernize the physical resources. The college has also instituted a no-smoking policy on campus and completed an overhaul of campus lighting to ensure that health and safety remain top priorities. Planning agendas in Standard III B speak to the importance of continuing with building modernization efforts and of integrating safety needs with the college’s newly updated Educational and Facilities Master Plan.

Technology resources are well planned to support and increase the effectiveness of student learning programs and services. The Campus Technology Committee and District Technology Committee work in coordination with the Technology Leadership Group at the district level to prioritize technology initiatives, most of which focus on streamlining the delivery of services to students and enhancing the quality of education inside the classroom. The college also provides training for employees on the use of relevant software and systems. Technology is adequately maintained, but this area will present ongoing challenges in coming years, since lean budgets assure that the college will need to keep doing more with less. Systematic planning and innovation will be important, beginning with the college’s in-progress update to the Campus Technology Plan. Planning agendas in Standard III C show the importance of making this plan more student-centered and identify the college’s need to expand its online and hybrid class offerings. The latter will necessitate an expansion of infrastructure to support more online classes, including training, support services, and needed technology.

Financial resources are handled with integrity and discretionary amounts are allocated through the shared governance process on the basis of priorities identified through strategic planning. Funding is adequate to support student learning programs and services, though the state’s ongoing budget crisis has necessitated some difficult cuts. The district’s Fiscal Services Office is responsible for coordinating the development of the district’s annual budget, while the District Budget Committee recommends budget policy and budget scenarios to the Chancellor’s District Council (CDC). All financial information relating to the district is readily available to all members of the college community and general public. As required by the state, an annual audit is performed by an independent accounting firm on all financial records of the district. At the college level, members of all constituency groups serve on
shared governance committees and have the opportunity to make budget recommendations to the college administration, which involves both the Budget Committee and College Council in major budgetary planning and decision-making. As shared governance has become a reality in recent years, members of the campus community have learned to expect integrity and demand transparency in all financial operations. As the state budget crisis continues, the college’s greatest challenge in this area is to maintain the flexibility to adapt to changing circumstances and continue to focus on long-term goals even when short-term decisions are needed.

Standard IV

Evergreen Valley College has visionary and supportive leadership with a governance structure that is open and participatory. The college encourages collaborative decision making through its shared governance process, engaging all constituencies and members of the campus community in planning and decision-making. The college’s Mission and Strategic Initiatives serve as a framework for all efforts to improve student learning and institutional effectiveness. One of the three Strategic Initiatives, Organizational Transformation, reflects the college community’s desire for transparent infrastructure and employee development. In recent years, the college has made significant steps toward positively improving the organization’s culture, which now reflects institutional values of employee empowerment, innovation, and excellence.

While the strategic planning process provides all members of the college community with opportunities to create and shape the goals of the college, the shared governance process engages constituency groups in meaningful and participatory decision-making. Members of the faculty, administration, classified staff, and students collaborate on shared governance committees, including the College Council, Budget Committee, Institutional Effectiveness Committee, Diversity Action Council, Facilities and Safety Committee, Campus Technology Committee, Matriculation and Student Success Committee, and Staff Development Committee. The college president is quite supportive of the shared governance process and regularly visits relevant committees to engage them in planning, discussions, and decision-making. Despite having the opportunity to participate on shared governance committees, members of the classified staff and student body are not as well-represented on major committees as they should be. Planning agenda items in both Standard I and
Standard IV speak to the importance of addressing this issue by encouraging more involvement.

From 2005-2010, the District had a chancellor in place who was extremely enthusiastic about teaching and learning and committed to student success. The college has worked hard to fulfill her commitment to opportunity, equity, and social justice for all students. Once she announced her retirement, the process began to hire a new chancellor by July 2010.

Unfortunately, the end of the chancellor’s tenure was marked by controversy due to media allegations about her expenditures. An independent law firm conducted an investigation and at the time of writing this Self Study, the report of investigation had not been issued. During the period of the investigation, the chancellor was on medical leave. The vice chancellor of administrative services served as acting chancellor from November 2009 through mid May 2010. During this difficult period of transition, the district experienced turmoil as the Board of Trustees faced accusations questioning its leadership and oversight of district management and operations. The Board of Trustees had many special meetings during this period of uncertainty. The Board of Trustees appointed a different acting chancellor to fill the remainder of the chancellor’s term in May.

Fortunately, Evergreen Valley College enjoyed stable and effective leadership during this period. The college welcomed a well-qualified and strong chief administrator (the president) in summer 2005. Under the leadership of the president, the college evolved to be an institution that assures the quality, integrity, and effectiveness of student learning programs and services. A comprehensive administrative evaluation process was developed and implemented in fall 2007. As of summer 2010, the president of Evergreen Valley College is the most senior executive leader within the district. Once the new chancellor has been hired, the college will continue to seek the support of the district for its student learning programs and services.
## Planning Agenda

### Standard I: Institutional Mission and Effectiveness

<table>
<thead>
<tr>
<th></th>
<th>Standard Text</th>
<th>Self Evaluation Status</th>
<th>Planning Agenda, if any</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td><strong>Mission:</strong> The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.</td>
<td>Met</td>
<td>Continue campus participation in strategic planning retreats</td>
</tr>
<tr>
<td>IA.1</td>
<td>The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.</td>
<td>Met</td>
<td>None</td>
</tr>
<tr>
<td>IA.2</td>
<td>The mission statement is approved by the governing board and published.</td>
<td>Met</td>
<td>None</td>
</tr>
<tr>
<td>IA.3</td>
<td>Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</td>
<td>Met</td>
<td>None</td>
</tr>
<tr>
<td>IA.4</td>
<td>The institution's mission is central to institutional planning and decision making.</td>
<td>Met</td>
<td>None</td>
</tr>
<tr>
<td>IB</td>
<td>Improving Institutional Effectiveness: The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IB.1</td>
<td>The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IB.2</td>
<td>The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IB.3</td>
<td>The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic evaluation, integrated planning, resource allocation, implementation and re-evaluation.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IB.4</td>
<td>Evaluation is based on analyses of both quantitative and qualitative data.</td>
<td>Met</td>
<td>Continue to encourage college-wide participation on committees especially students and classified staff. Continue transparent leadership on resource issues in collaboration with shared governance committees.</td>
</tr>
<tr>
<td>IB.5</td>
<td>The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.</td>
<td>On pace</td>
<td>With a greater array of data and reports now available through the district’s Data Portal, the college will continue to use data to meaningfully evaluate performance with appropriate constituency involvement.</td>
</tr>
<tr>
<td>IB.6</td>
<td>The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IB.7</td>
<td>The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.</td>
<td>On pace</td>
<td>The SLO Subcommittee will continue its work of implementing SLOs and assessment plans on course, program/services, and institutional level.</td>
</tr>
</tbody>
</table>
## Standard II: Student Learning Programs and Services

<table>
<thead>
<tr>
<th>Standard Text</th>
<th>Self Evaluation Status</th>
<th>Planning Agenda, if any</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IIA</strong> Instructional Programs: The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all institutional activities offered in the name of the institution.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>II A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>II A.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</td>
<td>Met</td>
<td>Through the Achieving the Dream Project, the college will continue conducting evaluation on student needs and success through analysis and dialogue utilizing equity-minded approaches.</td>
</tr>
<tr>
<td>IIA.1.b</td>
<td>The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.</td>
<td>On pace</td>
</tr>
<tr>
<td>IIA.1.c</td>
<td>The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.</td>
<td>On pace</td>
</tr>
<tr>
<td>IIA.2.a</td>
<td>The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.</td>
<td>Met</td>
</tr>
<tr>
<td>II.A.2.b</td>
<td>The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.</td>
<td>Met</td>
</tr>
<tr>
<td>II.A.2.c</td>
<td>High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</td>
<td>Met</td>
</tr>
<tr>
<td>II.A.2.d</td>
<td>The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</td>
<td>Met</td>
</tr>
<tr>
<td>II.A.2.e</td>
<td>The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</td>
<td>On pace</td>
</tr>
<tr>
<td>IIA.2.f</td>
<td>The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</td>
<td>Met</td>
</tr>
<tr>
<td>IIA.2.g</td>
<td>If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.</td>
<td>Met</td>
</tr>
<tr>
<td>IIA.2.h</td>
<td>The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.</td>
<td>Met</td>
</tr>
<tr>
<td>IIA.2.i</td>
<td>The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.</td>
<td>On pace</td>
</tr>
<tr>
<td>IIA.3</td>
<td>The institution requires all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.</td>
<td>Met</td>
</tr>
<tr>
<td>IIA.4</td>
<td>All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</td>
<td>Met</td>
</tr>
<tr>
<td>IIA.5</td>
<td>Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</td>
<td>Met</td>
</tr>
<tr>
<td>IIA.6</td>
<td>The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.</td>
<td>On pace</td>
</tr>
<tr>
<td>IIA.6.a</td>
<td>The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</td>
<td>Met</td>
</tr>
<tr>
<td>II.A.6.b</td>
<td>When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</td>
<td>Met</td>
</tr>
<tr>
<td>II.A.6.c</td>
<td>The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and the personnel through the catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.</td>
<td>Met</td>
</tr>
<tr>
<td>II.A.7</td>
<td>In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.</td>
<td>Met</td>
</tr>
<tr>
<td>II.A.7.a</td>
<td>Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</td>
<td>Met</td>
</tr>
<tr>
<td>II.A.7.b</td>
<td>The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.</td>
<td>Met</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Met</td>
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<tr>
<td>IIA.7.c</td>
<td>Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.</td>
<td>Met</td>
</tr>
<tr>
<td>IIA.8</td>
<td>Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.</td>
<td>Not Applicable.</td>
</tr>
<tr>
<td>IIB</td>
<td>Student Support Services: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</td>
<td>Met</td>
</tr>
<tr>
<td>IIB.1</td>
<td>The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.</td>
<td>On pace</td>
</tr>
<tr>
<td>IIB.2</td>
<td>The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a) General Information b) Requirements c) Major policies affecting students d) Location or publications where other policies may be found</td>
<td>Met</td>
</tr>
<tr>
<td>IIB.3</td>
<td>The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address these needs.</td>
<td>On pace</td>
</tr>
<tr>
<td>IIB.3.a</td>
<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 model.</td>
<td>Met</td>
</tr>
<tr>
<td>IIB.3.b</td>
<td>The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.</td>
<td>Met</td>
</tr>
<tr>
<td>IIB.3.c</td>
<td>The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.</td>
<td>Met</td>
</tr>
<tr>
<td>IIB.3.d</td>
<td>The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</td>
<td>Met</td>
</tr>
<tr>
<td>IIB.3.e</td>
<td>The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</td>
<td>Met</td>
</tr>
<tr>
<td>IIB.3.f</td>
<td>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.</td>
<td>Met</td>
</tr>
<tr>
<td>IIB.4</td>
<td>The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</td>
<td>On pace</td>
</tr>
<tr>
<td>IIC</td>
<td>Library and Learning Support Services: Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</td>
<td>Met</td>
</tr>
<tr>
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</tr>
<tr>
<td>IIC.1</td>
<td>The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</td>
<td>Met</td>
</tr>
<tr>
<td>IIC.1.a</td>
<td>Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.</td>
<td>Met</td>
</tr>
<tr>
<td>IIC.1.b</td>
<td>The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.</td>
<td>On pace</td>
</tr>
<tr>
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</tr>
<tr>
<td>IIC.1.c</td>
<td>The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.</td>
<td>Met</td>
</tr>
<tr>
<td>IIC.1.d</td>
<td>The institution provides effective maintenance and security for its library and other learning support services.</td>
<td>On pace</td>
</tr>
<tr>
<td>IIC.1.e</td>
<td>When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.</td>
<td>Met</td>
</tr>
</tbody>
</table>
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

### Standard III: Resources

<table>
<thead>
<tr>
<th>Standard Text</th>
<th>Self Evaluation Status</th>
<th>Planning Agenda, if any</th>
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</thead>
<tbody>
<tr>
<td><strong>III A</strong></td>
<td>Human Resources: The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means, delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.</td>
<td>Met</td>
</tr>
<tr>
<td>III A.1</td>
<td>The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.</td>
<td>Met</td>
</tr>
<tr>
<td>III A.1.a</td>
<td>Criteria, qualifications, and procedures for selection of personnel are clearly and</td>
<td>Met</td>
</tr>
</tbody>
</table>
publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

<p>| III A.1.b | The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. | On pace | Conduct regular faculty evaluation in a timely manner |
| III A.1.c | Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. | Met | None. |
| III A.1.d | The institution upholds a written code of ethics for all of its personnel. | On pace | Develop an institutional code of ethics specifically for the college for each category of employee. To ensure fairness and consistency, these codes should be initially developed at the district level. |
| III A.2 | The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes. | Met | None. |
| III A.3 | The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered. | Met | None. |
| III A.3.a | The institution establishes and adheres to written policies ensuring fairness in all employment procedures. | Met | None. |
| III A.3.b | The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law. | Met | None. |
| III A.4 | The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity. | Met | None. |
| III A.4.a | The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. | Met | None. |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Met</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>III A.4.b</td>
<td>The institution regularly assesses its record in employment equity and diversity consistent with its mission.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III A.4.c</td>
<td>The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III A.5</td>
<td>The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institution’s mission and based on identified teaching and learning needs.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III A.5.a</td>
<td>The institution plans professional development activities to meet the needs of its personnel.</td>
<td>Met</td>
<td>Continue to commit to providing professional development for all sectors of the college.</td>
</tr>
<tr>
<td>III A.5.b</td>
<td>With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III A.6</td>
<td>Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III B</td>
<td><strong>Physical Resources</strong>: Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III B.1</td>
<td>The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.</td>
<td>Met</td>
<td>None.</td>
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<tr>
<td>III B.1.a</td>
<td>The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.</td>
<td>Met</td>
<td>Continue discussing results of the EVC Educational and Facilities Master Plan 2025 update in fall 2010, Continue with the modernization process for Acacia building and Fitness Center development as planned.</td>
</tr>
<tr>
<td>III B.1.b</td>
<td>The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</td>
<td>Met</td>
<td>Complete the EVC Emergency Preparedness process</td>
</tr>
<tr>
<td>III B.2</td>
<td>To assure the feasibility and effectiveness of physical resources in support of 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>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III B.2.a</td>
<td>Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III B.2.b</td>
<td>Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as a basis for improvement.</td>
<td>Met</td>
<td>None.</td>
</tr>
</tbody>
</table>
### III C Technology Resources: Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Description</th>
<th>Status</th>
<th>Notes</th>
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<tbody>
<tr>
<td>III C.1</td>
<td>The institution assures than any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.</td>
<td>On pace</td>
<td>Through the Campus Technology Committee, develop an annual report to assess effectiveness of technology in meeting institutional needs, including student learning programs and services. Seek additional resources to increase local computer technical support. Work with District ITSS to increase availability of technicians to serve on committees.</td>
</tr>
<tr>
<td>III C.1.a</td>
<td>Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.</td>
<td>Met</td>
<td>Complete the draft of the Campus Technology Plan in 2010-11.</td>
</tr>
<tr>
<td>III C.1.b</td>
<td>The institution provides quality training in the effective application of its information technology to students and personnel.</td>
<td>On pace</td>
<td>Develop a tool to evaluate training needs of staff and implement when funds become available. Increase awareness of opportunities to use @One training.</td>
</tr>
<tr>
<td>III C.1.c</td>
<td>The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III C.1.d</td>
<td>The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.</td>
<td>Met</td>
<td>None</td>
</tr>
<tr>
<td>III C.2</td>
<td>Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.</td>
<td>On pace</td>
<td>Complete a draft of the Technology Plan in 2010-11.</td>
</tr>
<tr>
<td>III D</td>
<td>Financial Resources: Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning are integrated with institution planning.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.1</td>
<td>The institution relies upon its mission and goals as the foundation for financial planning.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.1.a</td>
<td>Financial planning is integrated with and supports all institutional planning.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.1.b</td>
<td>Institutional planning reflects realistic assessment of financial resources availability, development of financial resource, partnerships and expenditures requirements.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.1.c</td>
<td>When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.1.d</td>
<td>The institution clearly defines and follows its guideline and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of the institutional plans and budgets.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.2</td>
<td>To assure the financial integrity of the institution and responsible use of its resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.</td>
<td>Met</td>
<td>Provide systematic, efficient, and regular training for Datatel and SJECCD Portal users.</td>
</tr>
<tr>
<td>III D.2.a</td>
<td>Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.2.b</td>
<td>Appropriate financial information is provided throughout the institution.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.2.c</td>
<td>The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.2.d</td>
<td>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.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.2.e</td>
<td>All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.2.f</td>
<td>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.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.2.g</td>
<td>The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>III D.3</td>
<td>The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>Standard IV: Leadership and Governance</td>
<td>Standard Text</td>
<td>Self Evaluation Status</td>
<td>Planning Agenda, if any</td>
</tr>
<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td><strong>IV A</strong></td>
<td><strong>Decision-Making Roles and Processes:</strong> The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td><strong>IV A.1</strong></td>
<td>Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td><strong>IV A.2</strong></td>
<td>The institution establishes and implements a written policy providing for faculty, staff, administrator in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV A.2.a</td>
<td>Faculty and administration have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV A.2.b</td>
<td>The institution on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV A.3</td>
<td>Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.</td>
<td>On pace</td>
<td>Urge AS leadership to improve student awareness of and membership on College committees. Provide leadership training for committee chairs (a requirement for first-timers), including: Necessity to stay within process Clarification of committee role, including how it fits into “big picture” Develop a reward system for service on committees (for faculty, staff and administrators). There are some good models at other colleges Develop a method to assure that all committee agendas/minutes are posted on the District Intranet in a timely manner Educate supervisors to the advantage of having classified staff on campus and district committees, improving campus and district communication</td>
</tr>
</tbody>
</table>
### IV A.4
The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Met</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV A.4</td>
<td></td>
<td>Met</td>
<td>None.</td>
</tr>
</tbody>
</table>

### IV A.5
The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Met</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV A.5</td>
<td></td>
<td>Met</td>
<td>None.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Met</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV B</td>
<td></td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV B.1</td>
<td>The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for the selecting and evaluating the chief administrator for the college or the district/system.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV B.1.a</td>
<td>The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV B.1.b</td>
<td>The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV B.1.c</td>
<td>The governing board has ultimate responsibility for educational quality, legal matters and financial integrity.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV B.1.d</td>
<td>The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structures, and operating procedures.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV B.1.e</td>
<td>The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.</td>
<td>Met</td>
<td>Completion of Board Policies and Administrative Procedures.</td>
</tr>
<tr>
<td>IV B.1.f</td>
<td>The governing board has a program development and new member orientation. It has a mechanism for providing continuity of board membership and staggered terms of office.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV B.1.g</td>
<td>The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV B.1.h</td>
<td>The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV B.1.i</td>
<td>The governing board is informed and involved in the accreditation process.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV B.1.j</td>
<td>The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often know as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college respectively. In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV B.2</td>
<td>The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</td>
<td>Met</td>
<td>None.</td>
</tr>
<tr>
<td>IV B.2.a</td>
<td>The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</td>
<td>Met</td>
<td>None.</td>
</tr>
</tbody>
</table>
| IV B.2.b | The President guides institutional improvement of the teaching and learning environment by the following: 
- establishing a collegial process that sets values, goals, and priorities; 
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; 
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and 
- establishing procedures to evaluate overall institutional planning and implementation efforts. | Met | None. |
| IV B.2.c | The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. | Met | None. |
| IV B.2.d | The President effectively controls budget and expenditures. | Met | None. |
| IV B.2.e | The President works and communicates effectively with the communities served by the institution. | Met | None. |
| IV B.3 | In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. | Met | None. |
| IV B.3.a | The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. | Met | None. |
| IV B.3.b | The district/system provides effective services that support the colleges in their missions and functions. | Met | None. |
| IV B.3.c | The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges. | Met | None. |
| IV B.3.d | The district/system effectively controls its expenditures. | Met | None. |
| IV B.3.e | The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges. | Met | None. |
| IV B.3.f | The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner. | Met | None. |
| IVB.3.g | The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. | Met | None. |
Organization of the Self Study

In fall 2008, the college began preliminary preparation process for the Accreditation Self Study by hosting a workshop/training given by the Accrediting Commission for Community and Junior Colleges (ACCJC) in conjunction with the San Jose City College and the District Office. The vice president of academic affairs who also serves as the accreditation liaison officer (ALO) continued to participate in multiple workshops when available and brought information back to campus through the shared governance committees (College Council and Academic Senate). The Academic Senate also sent faculty members to Accreditation related workshop, as well as student learning outcome training during this year as a means of preparing for the Accreditation Self Study.

In spring 2009, the Institutional Effectiveness Committee (IEC), a shared governance committee which oversees accreditation, along with program review and strategic planning, began laying out a foundational planning framework and timetable for the Accreditation Self Study process. During the same semester, two co-chairs were identified: the Vice President of Academic Affairs and Accreditation Liaison Officer (ALO) and a faculty member in Paralegal Studies. An editor was identified in summer 2009. This collaborative team was approved by the Institutional Effectiveness Committee as well as the College Council. Evergreen Valley College commenced the formal college wide Accreditation Self Study writing process at its August 27, 2009 Professional Development Day (PDD) where the campus community was provided an update on the self-study process, the framework, and timeline for the self-study. Subsequently, the accreditation co-chairs set up monthly Steering Committee meetings with the standard co-chairs and writing teams. Five steering committee meetings were held in fall 2009 and six steering committee meetings took place in spring 2010; six resource team meetings were held in the same semester. Numerous additional meetings took place with writing teams, Associate Students, and District offices. In addition, Accreditation Self Study updates were made available to the campus-wide community through presentations at PDD in fall 2009 and spring 2010, and through a total of seventeen shared governance and division meetings presented by the co-chairs in fall 2009 and ten additional meetings in spring 2010. The EVC website was regularly updated where ongoing progress made on the Self Study document including Student
Learning Outcome (SLO) subcommittee, employee and student survey results, and steering committee work was posted. In addition, a Self Study document link was provided to the college community for feedback, input, and updates throughout the semesters.

The EVC Accreditation Self Study related committees: steering committee, resource team, and writing team were comprised of students, classified staff, faculty, and administrators. The steering committee was comprised of student representatives, classified staff representatives, an editor, resource team (web master, administrative secretaries to the vice president of academic affairs and student affairs), and two accreditation co-chairs. The steering committee was organized to include two accreditation standard co-chairs for each standard including additional co-chairs for Standard II and Standard III. A concerted effort was made to select administrators, faculty, classified staff, and students to these positions to ensure constituency representation and promote college-wide participation and collaboration. On behalf of the college, the steering committee was empowered to lead and oversee all functions of this process.

By September 2009, co-chairs for each of the standards including the sub-sections of Standard II and III were recruited and joined together to form the very diverse and broadly representative Accreditation Self Study Steering Committee. A resource team was formed also to help assemble and present the evidence. Members of this committee were selected based on the following factors: constituency representation, gender, ethnicity, and accreditation/discipline/college process experience. The co-chairs attended two meetings of the Associated Students in fall 2009 and spring 2010, providing an overview of the process and soliciting student participation. Several officers of the Associated Students volunteered to join writing teams, and while student participation on writing teams was less consistent than desired, the committee co-chairs continued to update the Associated Students and involve them through the Student Accreditation Task Force.

The steering committee was successful in maintaining strong and consistent engagement and participation as illustrated in the 50+ people involved in the Accreditation Framework Chart below:
## Accreditation 2010 Steering Committee Framework

<table>
<thead>
<tr>
<th>Standard I: Mission and Institutional Effectiveness</th>
<th>Standard II: Student Learning Programs and Services</th>
<th>Standard III: Resources</th>
<th>Standard IV: Leadership and Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mission</td>
<td>A. Instructional Programs</td>
<td>A. Human Resources</td>
<td>A. Decision Making Roles and Processes</td>
</tr>
<tr>
<td>B. Institutional Effectiveness</td>
<td>B. Student Services</td>
<td>B. Physical Resources</td>
<td>B. Board and Administrative Organization</td>
</tr>
<tr>
<td></td>
<td>C. Library and Learning Support Services</td>
<td>C. Technology Resources (Including Distance Learning)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Financial Resources</td>
<td></td>
</tr>
</tbody>
</table>

### Standards Writing Teams

#### Standard I: Mission and Institutional Effectiveness
- **Irma Archuleta**
- **Chris Ratto**
- **Mirella Burton**
- **Kara Potter**
- **Robin Salak**

#### Standard II: Student Learning Programs and Services
- **Lynette Apen**
- **Jan Toyoshima**
- **Raquel Rojas**
- **Jack Baker**
- **Shelley Blackman**
- **Nasreen Rahim**

#### Standard II B: Student Services
- **Mark Sanchez**
- **Cindy Tayag**
- **Elizabeth Tyrell**
- **Victor Garza**
- **Rafael Murillo**, student

#### Standard II C: Library and Learning Support Services
- **Keith Aytch**
- **Lorena Mata**
- **William Nguyen**
- **Debbie Chan**
- **Joy Chase**
- **Shelley Blackman**

#### Standard III: Resources
- **Standard III Overall:**
  - **Octavio Cruz**
  - **Kevin McCandless**

#### Standard III A: Human Resources
- **Lauren McKee**
- **Paulette Romano**
- **Sandi Dillon, DO**
- **Michelle McKay, DO**

#### Standard III B: Physical Resources
- **Mark Gonzales & Michael Hernandez**
- **Robert Dias, DO**
- **Helen Han**
- **Maria Isip Bautista**
- **Cathy Kost**
- **Courtney Grutenmeyer**

#### Standard III C: Technology Resources
- **Octavio Cruz**
- **Kevin McCandless**
- **Tom Onwiler, DO**
- **Dolly Ze, DO**
- **Sam Sakulsingh dusit**
- **Steven Mentor**
- **Nasreen Rahim**
- **Bill Doherty**

#### Standard III D: Financial Resources
- **Wei Zhou**

#### Standard IV: Leadership and Governance
- **Jonathan King**
- **Eric Narveson**
- **Adrienne Burns**
- **Henry Gee**
- **Elaine Ortiz-Kristich**
The report co-chairs, standard co-chairs, and editor continued to make visits to shared governance committee meetings throughout the 2009-10 academic year to update committee members on writing progress and to solicit committee members’ expertise on matters ranging from Learning Outcomes (ACCC), Financial Resources (College Budget Committee, and Leadership and Governance (Academic Senate and College Council). The steering committee made collaborative decisions on many key matters, including agreeing on a common writing format, receiving training on our shared technology platform and editing conventions, drafting the questions for the employee survey, providing cross-pollinating feedback to one another across different standards, making suggestions for how best to involve the campus community in review of the draft reports, and developing and explaining the main ideas for the Themes interwoven throughout the Self Study while ensuring that all aspects of the college’s work was driven by the newly revised mission and goals. This committee also utilized an online course management system (Moodle), for communication, editing of documents, and gathering and organizing evidence efficiently.
Two college-wide surveys were conducted during the accreditation process to inform, enrich, and provide evidence for the self-study. A student survey was conducted in fall 2009. The purpose was to measure current students’ attitudes and perceptions toward Evergreen Valley College’s programs, services, and learning environment. The co-chairs worked directly with the Associated Students on the questions of the survey where they reviewed, commented on, and approved the questions for the student survey, the results of which were shared and discussed with the Associated Students in March 2010. Towards the end of the writing phase of the Self Study, the Accreditation co-chairs and editor met with the Student Accreditation Task Force on multiple occasions to discuss how to integrate the results of the Student Survey into the Self Study as well as how to prioritize and describe student-relevant items in the Planning Agenda sections of the Self Study. An employee survey was also conducted in spring 2010. The purpose was to measure employees’ perceptions and satisfaction with Evergreen Valley College’s work environment as they relate to the ACCJC accreditation standards. Both surveys provided rich data that not only informed the accreditation self-study but also other processes throughout EVC and the district, as both employees and students took the time to write additional comments, above and beyond their answers to the multiple choice survey questions. Though these surveys were both launched during very difficult budget times that necessitated a reduction in force, it is a testament to the Evergreen Valley College community that both students and employees provided honest, constructive, and authentic ideas on the current status of the college and possibility for growth as a community.

In February 2010, co-chairs fulfilled an earlier promise to the college community by posting the first edited draft of the Self Study online for the entire campus community to review. This posting was accompanied by announcements at Professional Development Day (PDD) and the Associated Students meeting as well as a mass e-mail to the whole college. An electronic comment form was included on the website for people to submit feedback, comments, and suggestions on any portion of the Self Study draft. Following an ongoing edit and the steering committee’s earnest review of submitted comments from the first draft, a second draft was posted and again announced for members of the college community to review and comment on. This posting coincided with a presentation on what was learned about our college through the Self Study process which was provided by the co-chairs.
and editor at the April 2010 Strategic Planning Retreat. These self reflective insights helped inform the college community, as they plan to revise EVC’s Strategic Initiatives in fall 2010.

The completed self study was presented to all constituency groups including College Council for final approval in May 2010. The draft of the Self Study was submitted to the SJECCD Board of Trustees for review on June 8, 2010 meeting. The board will approve the document on July 13, 2010. Following approval by the Board and the chancellor, the report will be sent to ACCJC in July 2010.

Through the shared governance process and the wide participation of the college community, Evergreen Valley College is confident this report will provide a comprehensive and meaningful document for reflection and improvement.

<table>
<thead>
<tr>
<th>Self-Study Timeline</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges and the District participate in the ACCJC Accreditation Self Study</td>
<td>October 2008</td>
</tr>
<tr>
<td>Study workshop/training</td>
<td></td>
</tr>
<tr>
<td>Co-chairs are identified and blessed by the college community</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>Co-chairs begin research for Self-Study best practices</td>
<td>June, July 2009</td>
</tr>
<tr>
<td>Editor is identified</td>
<td>Summer 2009</td>
</tr>
<tr>
<td>Initial preparation of the Self Study begins with the co-chairs and deans, developing outlines per standard. Preparation for fall PDD presentation on Steering committee makeup; resource room organization; updates to faculty and constituency groups on framework, timeline, writing plan; and August 2009 communication process.</td>
<td>June – August 2009</td>
</tr>
<tr>
<td>Steering Committee and Writing Team Training</td>
<td>August 2009</td>
</tr>
<tr>
<td>Co-chairs meet with the District Vice Chancellors of Administrative Services and Human Resources to work on the “Function Map”, for later review by the Steering Committee</td>
<td>August 2009</td>
</tr>
<tr>
<td>PDD Self-Study update presentation to the college community on framework and timeline</td>
<td>August 27, 2009</td>
</tr>
<tr>
<td>Steering committee begins its monthly meeting, writing teams begin meeting</td>
<td>September 2009 - May 2010</td>
</tr>
<tr>
<td>Steering committee set up Moodle</td>
<td>September 2009</td>
</tr>
<tr>
<td>Activity</td>
<td>Timeline</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Co-chairs begin meeting with shared governance groups, Divisions, and Associated Students</td>
<td>September – October 2009</td>
</tr>
<tr>
<td>Steering committee drafts Student Survey questions for Associated Students’ review</td>
<td>October – November 2009</td>
</tr>
<tr>
<td>First narrative draft due to editor, editing begins</td>
<td>November 2009</td>
</tr>
<tr>
<td>Regular Campus Forum, Steering Committee post internal document on the web for campus review and feedback</td>
<td>September – December 2009</td>
</tr>
<tr>
<td>Institutional Effectiveness Committee (IEC) develops EVC Rubric for Evaluating Institutional Effectiveness on Program Review and Planning</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>Steering committee develops Employee Survey questions Conduct online Student Survey</td>
<td>November 2009</td>
</tr>
<tr>
<td>SLO Subcommittee develops EVC Rubric for Evaluating Institutional Effectiveness on Student Learning Outcome</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>PDD Accreditation Self-Study update presentation to the college community</td>
<td>January 29, 2010</td>
</tr>
<tr>
<td>Conduct Employee online survey</td>
<td>January – March 2010</td>
</tr>
<tr>
<td>Steering committee discusses and develops Themes</td>
<td>February – March 2010</td>
</tr>
<tr>
<td>Post initial draft for EVC via website and feedback due March 9, 2010.</td>
<td>February 23, 2010</td>
</tr>
<tr>
<td>Primary writing complete (snapshot)</td>
<td>March 13, 2010</td>
</tr>
<tr>
<td>PDD: College-wide Strategic Planning Retreat - Connecting “things learned” from Accreditation Self-Study, Achieving the Dream, and Educational Master plan in preparation for developing Strategic Initiatives in fall 2010</td>
<td>April 16, 2010</td>
</tr>
<tr>
<td>College Council and President approval</td>
<td>May, 2010</td>
</tr>
<tr>
<td>Submission of the draft Self Study document to the Board of Trustees</td>
<td>June 8, 2010</td>
</tr>
<tr>
<td>SJECCD Board and Chancellor approval</td>
<td>July 13, 2010</td>
</tr>
<tr>
<td>Submit to ACCJC</td>
<td>July 2010</td>
</tr>
</tbody>
</table>
About EVC

At Evergreen Valley College, a community college located on a 175-acre site in the eastern foothills of San José, we take great pride in our approach to education. We place our students’ realities first. For instance, will they need help with their language skills? Are they carrying other responsibilities like children or full-time jobs? Are they the first in their family to graduate from college? To all learners—those directly out of high school, in mid-career or mid-family transitions, and those who are enjoying their golden years—we offer a supportive environment that values their intrinsic experiences.

History

Evergreen Valley College opened its doors in 1975 to 3000 students and currently hosts over 9,000 students from more than 70 countries. 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.

Planning for the college began on July 1, 1964, when the San José/Evergreen Community College District officially became an independent college district. The site was purchased in 1967 and named Evergreen Valley College in 1970. When the first two buildings were complete in 1975, we welcomed our first graduating class.

In recent years, bond measures have allowed us to build much needed facilities: classrooms and labs for biological sciences and nursing education programs, a robust Library and Learning Resource Center, a center to accommodate vibrant student life, and the Montgomery Hill Observatory. Our new Center for the Arts opened in fall 2009. Our 30+ year old buildings are being renovated and brought to 21st century standards—the modernization of the Cedro and Physical Education buildings are complete and remodeling to the Acacia building will be under way soon.
Demographics

Evergreen Valley College serves the city of San José and its surrounding area. San José (population-916,220; ACS, 2006) is an ethnically diverse city with large populations of many ethnic groups. The 2006 American Community Survey (ACS) reported that San José has large Latina/o (31%), White (31%), and Asian (30%), populations. African Americans comprised 3% of the local population in 2006. Pacific Islanders, American Indians, and Alaskans make up less than 3% of the San José population. Two percent (2%) of San José residents report being two or more races. Additionally, the city has a slightly larger male population (51%) than female (49%).

As part of the Educational and Facilities Master Plan 2025, a ten mile radius surrounding the college was scanned.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Service Area</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population Growth</td>
<td>0.74%</td>
<td>1.01%</td>
</tr>
<tr>
<td>Household Growth Rate</td>
<td>0.69%</td>
<td>0.92%</td>
</tr>
<tr>
<td>Median Age</td>
<td>34.2</td>
<td>34.3</td>
</tr>
<tr>
<td>Median Household Income</td>
<td>$90,315</td>
<td>$61,614</td>
</tr>
<tr>
<td>Per Capita Income</td>
<td>$35,784</td>
<td>$28,199</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Only</td>
<td>41.7%</td>
<td>54.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>37.1%</td>
<td>38.3%</td>
</tr>
<tr>
<td>Asian Alone</td>
<td>28.1%</td>
<td>12.2%</td>
</tr>
<tr>
<td>African American</td>
<td>3.1%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.7%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

The table to the left shows the demographics of EVC’s service area.
Employee Demographics

Employee demographic statistics for EVC show that 57% are women and 43% are men. White employees comprise 41% of total employees, of the 59% non-white employees, 22% are Latino (Hispanic, Mexican, Central American, South American), 19% Asian (Indo American, Japanese, Chinese, Korean, Vietnamese, Cambodian), 8% African American, and .08% Pacific Islander.

<table>
<thead>
<tr>
<th>Evergreen Valley College</th>
<th>Student City Of Residence Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fremont</td>
<td>66</td>
</tr>
<tr>
<td>Gilroy</td>
<td>92</td>
</tr>
<tr>
<td>Milpitas</td>
<td>246</td>
</tr>
<tr>
<td>Morgan Hill</td>
<td>166</td>
</tr>
<tr>
<td>Other</td>
<td>1,720</td>
</tr>
<tr>
<td>San Jose</td>
<td>10,184</td>
</tr>
<tr>
<td>Santa Clara</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>12,554</td>
</tr>
</tbody>
</table>

Student Demographics

The majority of students enrolled at Evergreen Valley College reside within the city of San Jose.

Gender and Ethnicity

Student Demographics at EVC are not that different from the city it serves. Male and female populations are reversed; males make up the smaller portion of the campus at 46% and women make up 54%. However, the number of whites who reside in the ten mile service area is far greater than the number of white students attending EVC.
When trend data is viewed the overall ethnicity and gender data has remained fairly consistent with the exception of a 5% drop in the number of white students enrolled in the spring of 2009 from the previous year.

**Spring Semester Ethnicity Trends 2007 - 09**

**Proportion of Students by Gender**

**Age**

At Evergreen Valley College, there is a consistent trend over three fall terms (2006-2008) where those students ages 20-22 represent more than 20% of the student population. There is a slight increase of students ages 18-19 and 40-49 over the last three fall terms. Other age groups, however, remain consistent or decrease only slightly.

**EVERGREEN VALLEY COLLEGE STUDENT AGE PROFILE SPRING 2009**

**Proportion of Students by Age (Spring Terms)**
Enrollment History

Student enrollment at Evergreen Valley College has experienced both increases and decreases over the past 6 semesters. The most notable increase, 1,579, was reported between fall 2007 and spring 2008. Conversely, the most notable decrease, 2,069, was reported between fall 2008 and spring 2009; enrollment in spring 2009 was the lowest the college has reported since fall 2006.

With the current budget crisis, the college has noticed a further decrease in student enrollments in fall 2009 and spring 2010. EVC continues to provide a variety of courses and services students need to succeed in the attainment of their educational goals.

Of the 10,000 plus students enrolled at EVC, the majority is continuing or new students; as expected the number or continuing students consistently increased in the spring semesters, while the first time students dropped.
Of these students, 39% are unemployed, 8% are laid off, 26% work less than 25 hours per week, and 17% work 26 hours to fulltime each week.

The high population of working students, more than 50%, is reflected in the number of part-time students who attend Evergreen Valley College.

**Academic Characteristics of Students**

**Education Goals**

Student education goals are consistent except for transfer with or without a degree, dropping from 44% in fall 2006 to 40% in fall 2008. Career development as a goal increased from 16% in fall 2006 to 19% in fall 2008. There are a consistent number of students who are undecided about or did not report their education goal (22%-23%).
Most divisions have seen an increase in full-time equivalent student enrollments; whereas the Business and Workforce and Nursing and Allied Health Divisions have witnessed slight decreases.

<table>
<thead>
<tr>
<th>Division</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Workforce Development</td>
<td>896</td>
<td>833</td>
<td>848</td>
</tr>
<tr>
<td>Counseling and Matriculation</td>
<td>48</td>
<td>69</td>
<td>113</td>
</tr>
<tr>
<td>Language Arts</td>
<td>1481</td>
<td>1573</td>
<td>1690</td>
</tr>
<tr>
<td>Library Learning Resources</td>
<td>18</td>
<td>37</td>
<td>84</td>
</tr>
<tr>
<td>Math and Science</td>
<td>1537</td>
<td>1685</td>
<td>1860</td>
</tr>
<tr>
<td>Nursing and Allied Health</td>
<td>343</td>
<td>336</td>
<td>329</td>
</tr>
<tr>
<td>Social Science, Arts, Humanities, and PE</td>
<td>2115</td>
<td>2146</td>
<td>2382</td>
</tr>
</tbody>
</table>

**Student Achievement**

**Retention and Student Success Rates**

Overall Student success and Retention rates are good at EVC; however, review of data through the Equity Scorecard and Achieving the Dream Initiative have shown an achievement gap among certain basic skills students. EVC continues its work with Achieving the Dream to address these gaps.

**Degrees, Certificates and Transfer Rates**

In the past five years, Evergreen Valley College (EVC) improved its graduation rates by 16.2 %--far exceeding all other community colleges in this region. It’s a double-digit increase, while many of the other colleges had decreases. That’s according to a five year study conducted by the California Community Colleges Chancellors Office.
The majority of EVC students earn associate degrees, and of the degrees earned, the most frequently earned degree is in CSU University Studies.

Along with the improvements in graduation rates, transfer rates to the CSU and UC systems continue to grow. As reflected in the earned degrees, most transfer students move onto to a CSU Baccalaureate Program.

The ethnicity of transfer students closely resembles the overall EVC student demographics.
### Characteristics of Institutional Effectiveness in Student Learning Outcomes

<table>
<thead>
<tr>
<th>Levels of Implementation</th>
<th>Accomplished</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>There is preliminary, investigative dialogue about student learning outcomes.</td>
<td>There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.</td>
<td>There is exploration of models, definitions, and issues taking place by a few people. Pilot projects and efforts may be in progress. The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.</td>
<td>College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.</td>
<td>Faculty and staff are fully engaged in student learning outcomes development.</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership groups (e.g. Academic Senate and administration) have accepted responsibility for student learning outcomes implementation</td>
<td>College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.</td>
<td>Faculty and staff are fully engaged in student learning outcomes development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appropriate resources are being allocated to support student learning outcomes and assessment.</td>
<td>Faculty and staff are student learning outcomes development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency</td>
<td>Student Learning Outcome Progress</td>
<td>Evergreen Valley College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------</td>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results of assessment are being used for improvement and further alignment of institution-wide practices. There is widespread institutional dialogue about the results. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. Appropriate resources and fine-tuned.</td>
<td>Student learning outcomes and authentic assessment are in place for courses, programs and degrees. Results of assessment are being used for improvement and further alignment of institution-wide practices. There is widespread institutional dialogue about the results. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. Appropriate resources are allocated and fine-tuned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course student learning outcomes. Student demonstrates awareness of goals and purposes of courses and programs in which they are enrolled.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainable Continuous Quality Improvement</td>
<td>Learning outcomes are specifically linked to program reviews.</td>
<td>Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. Evaluation and fine-tuning of organizational structures to support student learning is ongoing. Student learning improvement is a visible priority in all practices and structures across the college.</td>
<td>Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. Dialogue about student learning is ongoing, pervasive and robust. Evaluation and fine-tuning of organizational structures to support student learning is ongoing. Student learning improvement is a visible priority in all practices and structures across the college.</td>
<td>Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. Dialogue about student learning is ongoing, pervasive and robust. Evaluation and fine-tuning of organizational structures to support student learning is ongoing. Student learning improvement is a visible priority in all practices and structures across the college.</td>
</tr>
</tbody>
</table>
SJECCD Administrative Organization Chart

**SJECCD**
Board of Trustees

**Rita Cepeda***
Chancellor

- **David Wain Coon**
  President
- **Doug Treadway**
  Interim President
- **Jeanine Hawk**
  Vice Chancellor
- **Kim Chief Elk**
  Vice Chancellor
- **Carol Coen**
  Executive Director

- **Vacant**
  Director
- **Bayinaah Jones**
  Executive Director
- **Ray Aguirre**
  Chief of Police
- **Robert Dias**
  Executive Director
- **Vacant**
  Executive Director

*Effective July 15, 2010
## Standard I: Institutional Mission and Effectiveness

### I.A  Mission

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

Legend:  
- **P** – Primary  
- **S** – Secondary  
- **SH** – Shared

<table>
<thead>
<tr>
<th>College</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A.1</td>
<td></td>
</tr>
<tr>
<td>The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.</td>
<td>P</td>
</tr>
<tr>
<td>I.A.2</td>
<td></td>
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<tr>
<td>The mission statement is approved by the governing board and published.</td>
<td>SH</td>
</tr>
<tr>
<td>I.A.3</td>
<td></td>
</tr>
<tr>
<td>Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</td>
<td>P</td>
</tr>
<tr>
<td>I.A.4</td>
<td></td>
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<tr>
<td>The institution's mission is central to institutional planning and decision making.</td>
<td>P</td>
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</tbody>
</table>

### I.B  Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

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<tr>
<th>College</th>
<th>District</th>
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<tbody>
<tr>
<td>I.B</td>
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<tr>
<td>The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</td>
<td>P</td>
</tr>
</tbody>
</table>
I.B The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

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

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

Standard II: Student Learning Programs and Services

II.A Instructional Programs

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

II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>P</th>
<th>S</th>
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</thead>
<tbody>
<tr>
<td>II.A.1.a</td>
<td>The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.1.b</td>
<td>The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.1.c</td>
<td>The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.2</td>
<td>The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.2.a</td>
<td>The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.2.b</td>
<td>The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.2.c</td>
<td>High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.2.d</td>
<td>The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.2.e</td>
<td>The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.2.f</td>
<td>The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</td>
<td>P</td>
<td>S</td>
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<tr>
<td>II.A.2.g</td>
<td>If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.2.h</td>
<td>The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.2.i</td>
<td>The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.3</td>
<td>The institution requires all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.3.a</td>
<td>An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.3.b</td>
<td>A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</td>
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<tr>
<td>II.A.3.c</td>
<td>A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</td>
<td></td>
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<tr>
<td>II.A.4</td>
<td>All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</td>
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<tr>
<td>II.A.5</td>
<td>Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</td>
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<tr>
<td>II.A.6</td>
<td>The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.</td>
<td></td>
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<tr>
<td>II.A.6.a</td>
<td>The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</td>
<td></td>
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<tr>
<td>II.A.6.b</td>
<td>When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.6.c</td>
<td>The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and the personnel through the catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.</td>
<td>P</td>
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<tr>
<td>II.A.7</td>
<td>In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.A.7.a</td>
<td>Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</td>
<td>P</td>
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</tr>
<tr>
<td>II.A.7.b</td>
<td>The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.</td>
<td>P</td>
<td>S</td>
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<tr>
<td>II.A.7.c</td>
<td>Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.</td>
<td>SH</td>
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<tr>
<td>II.A.8</td>
<td>Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
II.B Student Support Services

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

<table>
<thead>
<tr>
<th>II.B.1</th>
<th>The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.</th>
<th>College</th>
<th>District</th>
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</thead>
<tbody>
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<td></td>
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<tr>
<td>II.B.2</td>
<td>The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major policies affecting students, d. Location or publications where other policies may be found.</td>
<td>College</td>
<td>District</td>
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<td></td>
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<tr>
<td>II.B.3</td>
<td>The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</td>
<td>College</td>
<td>District</td>
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<tr>
<td>II.B.3.a</td>
<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 model.</td>
<td>College</td>
<td>District</td>
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<tr>
<td>II.B.3.b</td>
<td>The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.</td>
<td>College</td>
<td>District</td>
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<tr>
<td>II.B.3.c</td>
<td>The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.</td>
<td>College</td>
<td>District</td>
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<td></td>
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<tr>
<td>II.B.3.d</td>
<td>The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</td>
<td>P</td>
<td>S</td>
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<tr>
<td>II.B.3.e</td>
<td>The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</td>
<td>SH</td>
<td>SH</td>
</tr>
<tr>
<td>II.B.3.f</td>
<td>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.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.B.4</td>
<td>The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</td>
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<tr>
<td>IIC</td>
<td>Library And Learning Support Services</td>
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<tr>
<td></td>
<td>Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetics, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</td>
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<tr>
<td>II.C.1</td>
<td>The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.C.1.a</td>
<td>Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.</td>
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<tr>
<td>II.C.1.b</td>
<td>The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.C.1.c</td>
<td>The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.C.1.d</td>
<td>The institution provides effective maintenance and security for its library and other learning support services.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>II.C.1.e</td>
<td>When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.</td>
<td>SH</td>
<td>SH</td>
</tr>
<tr>
<td>II.C.2</td>
<td>The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</td>
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</table>
## Standard III: Resources

### III A  HUMAN RESOURCES

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

<table>
<thead>
<tr>
<th>III A.1</th>
<th>The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.</th>
<th>SH</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>III A.1.a</td>
<td>Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</td>
<td>SH</td>
<td>SH</td>
</tr>
<tr>
<td>III A.1.b</td>
<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>
<td>P</td>
<td>S</td>
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</tbody>
</table>
### III A.1.c
Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

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### III A.1.d
The institution upholds a written code of ethics for all of its personnel.

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### III A.2
The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

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### III A.3
The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

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### III A.3.a
The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

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### III A.3.b
The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

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### III A.4
The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

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</table>

### III A.4.a
The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

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<thead>
<tr>
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</table>

### III A.4.b
The institution regularly assesses its record in employment equity and diversity consistent with its mission.

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

### III A.4.c
The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

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<thead>
<tr>
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</table>

### III A.5
The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institution's mission and based on identified teaching and learning needs.

<table>
<thead>
<tr>
<th></th>
<th>SH</th>
<th>SH</th>
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</thead>
<tbody>
<tr>
<td>III A.5.a</td>
<td>The institution plans professional development activities to meet the needs of its personnel.</td>
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<td>----------</td>
<td>-----------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>III A.5.b</td>
<td>With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</td>
<td>P</td>
</tr>
<tr>
<td>III A.6</td>
<td>Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.</td>
<td>P</td>
</tr>
</tbody>
</table>
| IIIB | **Physical Resources**
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning. | College | District |
<p>| IIIB.1 | The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. | P | S |
| IIIB.1.a | The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. | P | S |
| IIIB.1.b | The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. | S | P |
| IIIB.2 | To assure the feasibility and effectiveness of physical resources in support of institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. | P | S |
| IIIB.2.a | Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. | SH | SH |</p>
<table>
<thead>
<tr>
<th>IIIB.2.b</th>
<th>Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as a basis for improvement.</th>
<th>P</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IIIC</strong></td>
<td><strong>Technology Resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.</td>
<td></td>
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</tr>
<tr>
<td><strong>IIIC.1</strong></td>
<td>The institution assures than any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.</td>
<td>College</td>
<td>District</td>
</tr>
<tr>
<td><strong>IIIC.1.a</strong></td>
<td>Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.</td>
<td>SH</td>
<td>SH</td>
</tr>
<tr>
<td><strong>IIIC.1.b</strong></td>
<td>The institution provides quality training in the effective application of its information technology to students and personnel.</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td><strong>IIIC.1.c</strong></td>
<td>The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td><strong>IIIC.1.d</strong></td>
<td>The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td><strong>IIIC.2</strong></td>
<td>Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.</td>
<td>P</td>
<td>S</td>
</tr>
</tbody>
</table>
III D  Financial Resources

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

<table>
<thead>
<tr>
<th>III D.1</th>
<th>The institution relies upon its mission and goals as the foundation for financial planning.</th>
<th>College</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>III D.1.a</td>
<td>Financial planning is integrated with and supports all institutional planning.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>III D.1.b</td>
<td>Institutional planning reflects realistic assessment of financial resources availability, development of financial resource, partnerships and expenditures requirements.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>III D.1.c</td>
<td>When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>III D.1.d</td>
<td>The institution clearly defines and follows its guideline and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of the institutional plans and budgets.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>III D.2</td>
<td>To assure the financial integrity of the institution and responsible use of its resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>III D.2.a</td>
<td>Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</td>
<td>S</td>
<td>P</td>
</tr>
</tbody>
</table>
### Standard IV: Leadership and Governance

#### IV.A Decision-Making Roles and Processes:

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

#### IVA.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications,
<table>
<thead>
<tr>
<th>IVA.2</th>
<th>systematic participative processes are used to assure effective discussion, planning and implementation.</th>
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</thead>
<tbody>
<tr>
<td>IVA.2.a</td>
<td>The institution establishes and implements a written policy providing for faculty, staff, and administrator in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.</td>
</tr>
<tr>
<td>IVA.2.b</td>
<td>Faculty and administration have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.</td>
</tr>
<tr>
<td>IVA.3</td>
<td>The institution on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.</td>
</tr>
<tr>
<td>IVA.4</td>
<td>Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.</td>
</tr>
<tr>
<td>IVA.5</td>
<td>The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.</td>
</tr>
<tr>
<td>IVA.5</td>
<td>The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
</tr>
</tbody>
</table>
### IVB Board and Administrative Organization:

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

<table>
<thead>
<tr>
<th>ID</th>
<th>Description</th>
<th>College</th>
<th>District</th>
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<tbody>
<tr>
<td>IVB.1</td>
<td>The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for the selecting and evaluating the chief administrator for the college or the district/system.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>IVB.1.a</td>
<td>The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>IVB.1.b</td>
<td>The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>IVB.1.c</td>
<td>The governing board has ultimate responsibility for educational quality, legal matters and financial integrity.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>IVB.1.d</td>
<td>The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structures, and operating procedures.</td>
<td>SH</td>
<td>SH</td>
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<tr>
<td>IVB.1.e</td>
<td>The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.</td>
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<tr>
<td>IVB.1.f</td>
<td>The governing board has a program development and new member orientation. It has a mechanism for providing continuity of board membership and staggered terms of office.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>IVB.1.g</td>
<td>The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.</td>
<td>P</td>
<td>S</td>
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<tr>
<td>IVB.1.h</td>
<td>The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.</td>
<td>S</td>
<td>P</td>
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<tr>
<td>IVB.1.i</td>
<td>The governing board is informed and involved in the accreditation process.</td>
<td>P</td>
<td>S</td>
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<tr>
<td>IVB.1.j</td>
<td>The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often know as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college respectively. In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>IVB.2</td>
<td>The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</td>
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<td>S</td>
</tr>
<tr>
<td>IVB.2.a</td>
<td>The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</td>
<td>P</td>
<td>S</td>
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</tbody>
</table>
| IVB.2.b | The President guides institutional improvement of the teaching and learning environment by the following:  
- establishing a collegial process that sets values, goals, and priorities;  
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;  
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts. | P | S |
| IVB.2.c | The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. | P | S |
| IVB.2.d | The President effectively controls budget and expenditures. | P | S |
| IVB.2.e | The President works and communicates effectively with the communities served by the institution. | P | S |
| IVB.3 | In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. | S | P |
| IVB.3.a | The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. | S | P |
| IVB.3.b | The district/system provides effective services that support the colleges in their missions and functions. | S | P |
| IVB.3.c | The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges. | S | P |
| IVB.3.d | The district/system effectively controls its expenditures. | S | P |
| IVB3.e | The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges. | P | S |
| IVB3.f | The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner. | S | P |
| IVB3.g | The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. | S | P |
Eligibility Requirements

Documentation for each requirement available upon request

1. Authority

Evergreen Valley College has the authority to operate as a degree-granting institution based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education. This authority is published in the EVC Catalog 2010-2011 (page ii) and is on the college website on the “About EVC” page.

2. Mission

The current Evergreen Valley College mission statement was revised and board-approved in May 2010. It is regularly revised to reflect the commitment of the college to meet the educational needs of the students and community. The mission statement is found on the EVC website and in the EVC Catalog 2010 - 2011. The college mission is in alignment with the mission of the district which is found on page 1 of the same catalog.

3. Governing Board

The San Jose Evergreen Community College District is governed by a Board of Trustees that consists of seven members elected by the county at large and two non-voting student trustees elected by the students of the two colleges. The community-elected trustees represent the entire district and are elected for four year staggered terms. The student trustees serve a one-year term. The function of the board is to determine policies, establish rules and regulations, and oversee the use of financial and other resources to ensure that they are used to provide a sound educational program consistent with the mission and goals of the district. The President of the Board of Trustees is one of the community-elected trustees selected by the trustees on an annual basis.

The Board of Trustees invites public interest in the activities of the board. Agendas of each board meeting are posted on the district website. The agenda is also sent to local newspapers when the meeting is called with 24-
hour notice. Every board agenda includes an item for Statements from the Public on Non-Agenda Items. Members of the Board of Trustees have no employment, family, ownership or personal financial interests related to either the colleges or the district. The board has and enforces a conflict of interest policy.

4. Chief Executive Officer

The Evergreen Valley College president serves as chief executive officer for the college and is responsible for the development of all programs and services and for the administration and operation of the college. The president was appointed by the Board of Trustees after a nationwide search. The president does not sit on the Board of Trustees for the district.

5. Administrative Capacity

The college has a sufficient number of administrators to effectively manage the college’s programs and services. All administrators are selected using appropriate statewide minimum qualifications and district guidelines and have the education and experience needed to perform their assigned duties.

6. Operational Status

The institution is operational, with approximately 9,300 students enrolled each semester. Most of these students are enrolled in courses that lead to degrees and certificates.

7. Degrees

Evergreen Valley College offers 31 associate degree programs and 21 certificate programs. Forty-five percent of EVC students have a stated goal of receiving an AA or AS degree and transferring, the percentage of students with the goal of receiving an AA or AS degree without transferring remained the same in fall 2008 and spring 2009 with a little less than 10%. Sixteen percent stated career development as their goal, and 23% have an unstated or unknown goal.

8. Educational Programs

Evergreen Valley’s degree programs are congruent with its mission to provide a student-centered education and with its Strategic Initiative statement on academic success. They are based on recognized higher education fields of
study and conform to nationally recognized standards for content, length, quality, and rigor.

Student outcomes are currently specified for approximately 65% of Evergreen Valley College courses, with the rest scheduled for completion within two years. Student learning outcomes are being developed for programs and services themselves. Degree-level student learning outcomes are being drafted and are to be completed by 2012.

Degree programs, including major requirements, specific area requirements, and general education requirements are designed to include 57-60 units of credit, or two full-time years.

9. Academic Credit

Credit for all coursework is awarded based on the Carnegie unit, a standard generally accepted in degree-granting institutions of higher education. When the Curriculum Committee approves a course, the awarding of credit is carefully reviewed for compliance with Title 5 of the Education Code. Appropriate information about course credit is provided in the EVC Catalog, Chapter 5: “Course Descriptions and Information”.

10. Student Learning and Achievement

Evergreen Valley College defines and publishes for each program the program’s expected achievement outcomes. The college’s Student Learning Outcomes subcommittee is currently working on defining the program learning outcomes, which will include assessment methods/timeline that will demonstrate that students who complete Evergreen Valley College programs achieve the stated outcomes regardless of where or how they complete program requirements.

11. General Education

Evergreen Valley College requires that all students receiving an AA or AS degree satisfactorily complete the college general-education requirements, basic competency requirements, and specific-area requirements, in addition to the requirements of the student’s major. Basic-competency requirements are in Reading, Writing and Mathematics/Quantitative Reasoning. Specific-area requirements are in American History and Institutions, English, Physical Education and Ethnic and Cultural Diversity. General-education requirements
are in Natural Science, Humanities, Social Sciences, Language and Rationality, and Personal Development. Each course that meets these requirements has defined learning outcomes; learning outcomes for general education per se are being developed as part of the SLO Subcommittee implementatio process. The courses that meet these requirements have the rigor that is appropriate for degree-applicable courses.

12. Academic Freedom

Evergreen Valley College maintains an atmosphere where intellectual freedom and independence exist through its board approved Academic Freedom Policy:

_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 common good depends on the free search for truth and its free expression; to this end, faculty and students hold the right of full freedom of inquiry and expression._

Full text of the college academic freedom policy is found in Chapter 8 of the _EVC Catalog 2010 - 2011_ and in SJECCD Board Policy 4030.

13. Faculty

Evergreen Valley College has 109.49 full-time faculty (including phased retirement) and part-time faculty equaling 69.45 full-time equivalent faculty All faculty, whether full time or part time, meet at least the minimum requirements established by the Board of Governors for California Community Colleges. The core of full-time faculty is sufficient in size and experience to support all of the institution’s educational programs. The statement of faculty responsibilities in the American Federation of Teachers’ contract includes development and review of curriculum and assessment of learning.

14. Student Services

Evergreen Valley College provides a wide range of student services including counseling, orientation, assessment, financial aid, transfer information, health services, Disability Support Program, Extended Opportunity Program anc Services, Student Support Services (FasTrack), and Student Life. The focus of
all student services is to help students successfully meet their educational goals.

15.    Admissions

Evergreen Valley College is an open-access institution. The college admission policy, which is published in the *EVC Catalog* and *EVC Class Schedule*, clearly state the qualifications for admission to the college and its programs.

16.    Information and Learning Resources

Evergreen Valley College maintains a full-service library for student use. The Library houses a wide range of collection of books, periodicals, magazines, newspapers, as well as a wide array of electronic full text databases that are available in both the Evergreen Valley College and San Jose City College Libraries. There are 54 individual workstations located throughout the library with access to several online library resources including full text databases and the catalog, a database of all materials The Library offers orientations, as well as classes focusing on Information Literacy. There are computer labs around campus where students and faculty have Internet access.

17.    Financial Resources

The San Jose Evergreen Community College District is funded by local property taxes and state apportionment. The District develops a budget, which is board approved. Using a district allocation process, the district allocates a portion of the district funds to Evergreen Valley College and the college independently develops an operating budget to support and improve student learning programs and services. In addition, Evergreen Valley College is the recipient of several renewable grants, which enhances the ability to provide programs and services for students and staff. The college is financially stable.

18.    Financial Accountability

The district undergoes an annual external audit by a firm of certified public accountants. The accountants present and explain the audit at a Board of Trustees meeting. Evergreen Valley College is included in the audit as a sub-unit. Neither the district nor the college shows a deficit at any time during the eligibility application process. Audits for the last two years are attached, or
are available at http://www.sjeccd.edu/district-services/fiscal-services

19. Institutional Planning and Evaluation

Evergreen Valley College uses a combination of operational and strategic planning processes, including the following core set of plans that guide critical decisions: the Education and Facilities Master Plan, a college wide strategic plan, program reviews, the Matriculation Plan, the Technology Plan, the Student Equity Plan, and the Equity Scorecard and Benchmarking Project, and the national Achieving the Dream initiatives.

Evergreen Valley College has a broad-based, participatory planning and evaluation process which depends upon the involvement of all constituency groups. The shared governance process and role of the Institutional Effectiveness Committee in all planning matters has ensured transparency and engagement by all constituency groups in strategic planning, program review, SLO assessment, and Educational and Facilities Master Plan processes. Based upon the results of these processes, including the evaluation of relevant data, the college makes resource allocation decisions through its participatory shared governance process.

The Institutional Effectiveness Committee (IEC) was incepted in spring 2006 academic year. The IEC oversees Accreditation, Program Review, and Strategic Planning of the college. The current strategic and operational planning at the college is guided by IEC whose members are drawn college wide from classified, faculty, and administrators. In spring 2006, the college began its strategic planning process called, “Integrated Planning and Organizational Transformation” where three Strategic Initiatives were identified as institutional priority that are in alignment with the mission and goals of the college. The college’s Strategic Initiatives were cascaded down from the institutional level to the division, department, and to the individual level of commitment to action. The division, department and individual commitment to action is reviewed and assess annually by the respective areas as a mean to systematically evaluate outcomes and revise the commitment to action for the following year for focused improvement. On the college level, in 2009-2010, the college revised the mission through two-part college-wide retreats to reflect more closely to the current reality of the goals and values,
of the college. With the newly revised mission, the college is in the process of reviewing the Strategic Initiatives in fall 2010 as part of the all-college retreat.

In concert with the college’s strategic planning review process, the college began engaging in a comprehensive Educational and Facilities Master plan in spring 2010. The final report is ready in fall 2010 in conjunction with the college wide Strategic Initiative planning retreat. This plan includes a comprehensive internal and external environmental scan and offers a set of recommendations based on the research. The college looks forward to reviewing and examining the final recommendations so that they can be appropriately incorporated in the college’s Strategic Plan for the future.

The college also took an intentional approach to ensuring student learning and success in a reflective and equity-minded manner. As the college’s Basic Skill’s initiative, the college (and the district) collaborated with the Center for Urban Education at University of Southern California in 2008-2009. A group of classified staff, faculty, and administrators participated in a student success initiative called, Equity Scorecard and Benchmarking Project where they learned how to disaggregate and analyze data from race and ethnicity. The college also embraced a framework of focusing on how the institution can improve to support student learning rather than focusing on the deficit/challenges that students may present. A thoughtful and self-reflective approach continues to serve the college well in terms of ensuring that the college supports student achievement of educational goals and student learning.

To ensure that the college continues its commitment for the student learning and success, the college (and the district) participates in the National Achieving the Dream Initiative where the district is the second one from California to partake in this prestigious initiative. The college made a successful transition from the Equity Scorecard and Benchmarking Project to this initiative where there is a comprehensive five-year plan was developed In 2009-2010, as the college’s first year, the college conducted successful faculty and student focus groups for developmental Math and English courses ensuring that student voices are heard in a constructive and helpful way in order for the college to self-reflect and evaluate areas for improvements.

The college also engages in program review of all instructional and student services and administrative services programs on a six-year cycle which
informs the strategic planning process. A newly established SLO subcommittee (of the Curriculum Committee) in conjunction with the IEC, the college has comprehensive plans of implementation of SLO’s on all levels by 2012. The program review criteria are thoughtfully integrated with the budget planning, staff and other resource allocation based on data and analysis.

20. **Public Information**

The Evergreen Valley College Catalog, available both in print and on the web, contains all of the following information in precise, accurate and current entries:

- **General Information**
  - Official Name, Address, Telephone Number and Website Address of the College
  - Educational Mission
  - Course, Program and Degree Offerings
  - Academic Calendar and Program Length
  - Academic Freedom Statement
  - Available Financial Aid
  - Available Learning Resources
  - Names and Degrees of Administrators and Faculty

- **Requirements for:**
  - Admissions
  - Student Fees and Other Financial Obligations
  - Degree, Certificates, Graduation and Transfer

- **Major Policies Affecting Students including:**
  - Academic Regulations, Including Academic Honesty
  - Nondiscrimination
  - Acceptance of Transfer Credits
  - Grievance and Complaint Procedures
  - Sexual Harassment
  - Refund of Fee

Many of these and other policies and procedures are to be found in the *EVC Catalog*, *EVC Class Schedule*, the Faculty Handbook, collective bargaining agreements, and SJECCD Board Policies.
Relations with the Accrediting Commission

Evergreen Valley College adheres to the eligibility requirements and accreditation standards of the Commission and describes itself in identical terms to all agencies. The college communicates any changes in its accrediting status and agrees to disclose all information required by the Commission to carry out its accrediting responsibilities.

Statement of Assurance

We hereby certify that Evergreen Valley College complies with all accreditation eligibility requirements as outlined by ACCJC.

David Wain Coon, EdD
President
Evergreen Valley College

Balbir Singh Dhillon
President, Governing Board
San Jose Evergreen Community College District
Responses to Recommendations From 2004 Comprehensive Evaluation

The *Evergreen Valley College 2007 Midterm Accreditation Report* was comprehensive in nature; it included all progress made to date on all 2004 Recommendations in addition to a Progress Report of self-identified issues in relation to each Standard from the 2004 Accreditation Report. Evergreen Valley College had all recommendations lifted in fall 2007, and received commendations for the progress made in addressing the recommendations of ACCJC.

Given this status in 2007, below are the responses in addressing the progress of the future plans from the 2007 Midterm Report. These responses reflect the commitment to continued improvement while remaining consistent with the college mission and maintaining the Strategic Initiative values of institutional transformation, student centeredness and community engagement.

**Recommendation 1**

*The College and District should establish and maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. The College and District should assure that systematic participative processes are used to assure effective discussion, planning, and implementation of College and District policies and procedures, implemented by written policy. The Board of Trustees should establish and maintain governance structures, processes, and practices to assure that the Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution and that these processes facilitate discussion of ideas and effective communication among the institution’s constituencies. (Standards I.B.1, IV.A.1, 2, 3).*

The college continued to make significant improvements in the area of institutional processes and ways to promote collegial, self-reflective and thoughtful dialogue that support student success. Implementation of “First Thursdays” All College Meeting occurred in 2007-2008 where various college
and district relevant updates were made to the college community including budget, new program introduction, program and student success stories, partnership information, facility updates, and always concluded with sharing comments, as well as questions and answers. Some specific topics include Health and Safety updates, no smoking campus policy, sustainable design, strategic planning and strategic initiatives updates. Such forums increased college-wide dialogue and sharing of information. In turn, open and transparent communication throughout the college was exercised which benefited the college community. The college leveraged this forum particularly during the current budget crisis, as it keeps the entire community informed as well as allowing for open discussion concerning the plans of the district and college in addressing the funding shortfall.

The development and review of the strategic initiatives assures all constituencies work toward the common goal of student success; shared governance structure allows all groups within the college to have an active role in the day-to-day decisions and planning to meet the goals of the college and district. The college’s well-defined and structured shared governance framework made it possible for the college community to engage in effective discussion, planning and decision making of the college and district policies and procedures and other critical matters of the college. The *EVC Shared Governance Decision Making Handbook* delineates each shared governance committee on campus and its purpose, year of establishment, reporting structure, membership, and term. (R.1.1) The chair of the College Council conducts regularly scheduled orientation with the chairs of shared governance committees, as well as inclusion of this component in the new faculty orientation where relevant by the vice president of academic affairs.

To continue to inform the institution’s strategic planning and initiatives, the college has conducted both employee and student surveys. The fall 2009 Student Survey and the spring 2010 Employee Survey were directly linked to the accreditation standards. In March 2010, as part of our *Educational and Facilities Master Plan* update process, MAAS Companies also conducted surveys as well as interviews among employees and students to better inform the planning process. The complete report will be available in September 2010, and will be used in the college’s overall planning processes. (R.1, 2, 3)

Since 2004, the San Jose Evergreen Community College District made significant improvements and progress establishing necessary district-wide
shared governance committees to make transparent decision making process possible. (R.1.4) Chancellor Rosa G. Perez had multiple retreats with the Board of Trustees which resulted in the development of a shared vision and greater clarity of priorities and roles. (R.1.5) Since her long-term medical leave in November 2009 and her upcoming retirement as of June 30, 2010, the District and Board of Trustees had challenges stabilizing the district-level leadership. The search for new chancellor has just concluded and new permanent chancellor is scheduled to start in July 2010.

Evidence

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<td>R.1.2</td>
<td>Student and Employee Surveys</td>
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Recommendation 2

The team recommends that the College unify its various planning processes (including instructional programs, student services, library and learning support services, physical, human and technology resources) as a single model that incorporates a cycle of planning, resource allocation, and assessment relative to academic program needs and facility development. The planning model should establish means to prioritize objectives, measure and communicate achievement of planning goals, and include a viable process to evaluate the planning process. (Standards I.B.2, I.B.3, I.B.4, III.A, III.B.2.b, III.C.2)

The college made significant improvements and progress in the area of integrated planning that incorporates cycle of planning, resource allocation, and assessment. Institutional Effectiveness Committee (IEC) was incepted in fall 2006 as part of the shared governance committee that oversees Strategic Planning, Accreditation, and Program Review. In addition, a college-wide Student Learning Outcome (SLO) Subcommittee, a part of the Curriculum committee, was established in fall 2009 where members began to facilitate a comprehensive SLO development and assessment plan for all parts of the college community; this work is also integrated in the Accreditation and Program Review process cycle. The IEC also began its work with the Maas Company team to update the Educational and Facilities Master Plan which is to be completed in September 2010. As the draft of recommendations and relevant information are shared, IEC, as well as the college community are encouraged to review and provide feedback on the document. Managers, deans, and vice presidents also incorporate their relevant planning (i.e. new program development, partnerships, and grant opportunities) process with recommendations from the Educational and Facilities Master Plan. (R.2.1)

As for the college’s integrated planning or strategic planning process, the college held a retreat in October 2009 and an activity at Professional Development Day (PDD) in January 2010 to revise the Mission Statement. In April 2010 at PDD, an intentional program that integrated the college’s priorities was held. Each of the groups from the Accreditation, Achieving the Dream Initiative, and the Educational and Facilities Master Plan shared 5-6 things learned (based on data) in their process, and IEC members facilitated
an engaged college-wide dialogue relative to integration of the findings and summary of each priority. (R.2.2)

In fall 2010, the college plans to utilize this information and feedback to inform the next steps on the process of updating the strategic plan. The recent Employee Survey indicates the college community feels they are familiar with the college’s Mission and Strategic Initiatives, and feel connected with them. (R.2.3)

The district as a whole made strides in revising and updating the existing board policy. Chapter 4 (Academic policies) and Chapter 5 (Student Services policy) were delayed due to new Title 5 changes that needed to be reflected in the document. Both sections are on the agenda to be approved by the board on June 8, 2010 along with Chapter 7 (Human Resources). (R.2.4)

**Evidence**

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<tr>
<th>R.2.1</th>
<th>Educational and Facilities Master Plan</th>
<th>evcwebs.sjeccd.edu/accreditation/master_plan.htm</th>
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**Recommendation 3**

*The team recommends that the College provide adequate, stable, permanent, qualified administrator leadership to support Instruction and Student Services. (Standards II.B.1, III.A.2)*

The college successfully stabilized the administrative leadership since 2007 for Academic and Student Affairs. A total of six new deans were hired in summer 2007 including three interim positions: dean of language arts, dean of business and workforce, dean of math, science, and engineering, interim dean of social sciences, humanities, arts, and physical education (SSHAPE), interim dean of library and learning resources, interim dean of dean of nursing and allied health. The vice president of academic affairs along with vice president of student services instituted an annual Deans Academy where new deans
were oriented and trained in the areas of their responsibilities on multiple levels to ensure that their transition to the college community was as smooth as possible. By July 2008, the permanent dean of SSHAPE, Library and Learning Resources, and Nursing and Allied Health were hired, as well as a permanent vice president of student affairs, and permanent director of FasTrack/Trio. A permanent director of EOP&S was hired in May 2008 and a permanent dean of enrollment services and vice president of administrative services were hired in January 2008. The college enjoyed and benefited from the stability of the management team leadership. Due to the financial crisis of 2008; however, the college was forced not to fill the vacancies. To that affect, the vice president of administrative services, director of marketing, and director of physical education and athletics positions are vacant. Ongoing discussion is taking place through the shared governance process relative to how best to ensure that the college business is taken care of with the minimum human resources on campus.

Evidence

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<th>R.3.1</th>
<th>EVC Organizational Chart</th>
<th>Evergreen Valley College Administrative Organization</th>
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Recommendation 4

*The team recommends that the College, in collaboration with the District, develop a written and clearly understood resource allocation model through a collaborative process with dialogue between the District and the College constituencies using Board priorities and College plans to develop the budget. (Standards II.C.1, III.D.1, III.D.1.a, III.D.1.b, III.D.1.d)*

Under the leadership of the vice chancellor of administrative services, a new resource allocation model, Planning and Budgeting: A New Process was developed in June 2007. This road map for integrated resource allocation model was developed in collaboration with both colleges’ Budget Committees.
and with the college’s review. The document clearly identifies budgeting principles, planning/budgeting model, restricted revenue, and separation of college and district office budgets. In addition, it delineates district-wide shared governance committee such as the budget committee and the facilities committee, and the district’s council, as well as boards finance and facilities committees. (R.4.1)

The college developed a clear, collaborative, and transparent “EVC College Budget and Planning process” in 2007-2008 which is also in alignment with the college’s strategic plan initiatives. This process included college-wide open forum relative to individual budget request and question and answer sessions led by the college’s Budget committee. Such model was integrated into the district-wide new resource allocation model.

The District Budget Committee and District Technology Committee have met on a regular basis. Starting in 2009-2010, the new vice chancellor of administrative services at the district convened a district-wide Technology Leadership Committee (TLG) led by the acting chief technology officer. The TLG includes college presidents, vice presidents of academic and student affairs, deans of counseling and matriculation, financial aid directors, and information technology support services staff; the group identified district-wide technology priorities specifically focusing on needed Datate improvements. Such priorities were discussed and determined based on the college-community driven agendas that have been discussed on campus such as implementation of an Early Alert system, moving to online census and grading and other green initiatives. The college ensures that such priorities are to be implemented according to the college’s mission and strategic initiatives.

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Recommendation 5

The team recommends that the College complete the process of identifying learning outcomes for courses, instructional and student support programs; developing appropriate direct measures of student learning; compile, disseminate, and reflect on those measured outcomes, and take appropriate action based on those outcomes to improve student learning and associated College practices that support student learning. (Standards II.A.3, I.A.5, II.A.6, II.B.4, II.C.2)

The college continued to make steady progress on the implementation of student learning outcomes (SLOs) on the course level. Each summer in the Deans Academy, deans are presented with the “Curriculum Recency” list per the division. Deans and faculty then discuss, analyze, and set priorities for course revisions to include or revise SLOs. The same list is shared with the Academic Senate and All College Curriculum Committee (ACCC) where faculty engage in a similar dialogue and establish their action plan for inclusion or revision of SLOs. (R.5.1)

In fall 2009, the college established SLO Subcommittee, a subsection of the ACCC, to systemically implement SLOs and assessment cycles into all certificate and degrees, programs and services including student services and administrative services, as well as the Institutional SLOs. The SLO Subcommittee consists of faculty, staff, and administrators who represent diverse parts of the campus community to ensure that all segments of the campus are engaged in this plan. The SLO Subcommittee utilized ACCC’s “Rubric for Evaluating Institutional Effectiveness 2009-2012, Part III: Student Learning Outcome” as a benchmark and developed its own EVC SLO Implementation Plan that concludes in 2012 and includes accomplishments already made. (R.5.2) This Implementation Plan was accompanied by customized forms that facilitate the process of developing SLO and assessment cycle for all Certificates and Degrees, Programs and Services, and Institutional levels. The SLO Subcommittee divided tasks and assigned themselves to different parts of the campus and began working toward the goal. Throughout 2009-10, the SLO Subcommittee’s plan and progress have been shared with the campus community through IEC, College Council, ACCC, and Academic Senate, as well as all relevant information being posted on the EVC website.
In early September 2010, the SLO Subcommittee will reconvene, assess progress made and will continue engaging the campus community with this work.

**Evidence**

|------|----------------------------|------------------------------------------------------------------------------------------------|

**Recommendation 6**

_The team recommends that the student services programs at Evergreen Valley College review their program review processes to ensure that a mechanism for identifying and measuring student learning outcomes is incorporated in each one along with a way to use the results of measurement for making improvements. As noted in the self study, “further develop a process to ensure each department/area uses the results of these evaluations as a basis for improvement.” (Standards II.B.1, II.B.4)_

The college made tremendous improvements in its program review process. Following its inception in fall 2006, IEC oversees three key components of the institutional operations: Strategic Planning Accreditation, and Program Review. The IEC redeveloped a relevant program review process for the college with clearly delineated timeline, resources and data, and criteria that include integrated planning and SLOs that lead to program and institutional improvement. Starting in 2008-09, the IEC led this new process for the college starting with five programs which were provided with a clearly defined timeline, orientation and team liaison support, and data access. For 2009-10, an additional five programs from academic and student services went through a successful program review process. For 2010-11, a total of twenty academic and student services programs will undergo the program review process. (R.6.1)

During 2008.09, through the categorical program site visit process, the college produced the EVC Student Services Program Review 2008 for the four categorical programs—Matriculation, EOPS, CalWorks, and DSP. (R.6.2) Student Services is in the process of revising its program review criteria to
include SLO and its assessment process and be ready for submission to the IEC for its review in early fall 2010.

Evidence

<table>
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<tr>
<th>R.6.1</th>
<th>IEC Program Reviews</th>
<th><a href="http://www.evc.edu/discover-evc/institutional-effectiveness/program-review">http://www.evc.edu/discover-evc/institutional-effectiveness/program-review</a></th>
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Recommendation 7

The team recommends that the College consider filling the position of Dean of Special Programs, and a Vice President of Student Services position be established to coordinate the entire student services effort and provide adequate leadership to facilitate planning and implementation processes or that the College plan and implement a major reorganization in the student services arena in a timely manner. (Standards II.B.3.c, II.B.3.d, II.B.4)

During 2006-07 and 2007-08, the interim vice president for student affairs was filled by a veteran and experienced former vice president for student affairs. Under her leadership, Student Services made significant improvement on many levels such as assessment of the efficiency of each department, service, and program, as well as functional organizational structure. As a result, the college decided to create a dean of enrollment services position to assist in the coordination of student services; this position oversees Admission and Records, Financial Aid, Outreach and Recruitment, Assessment and the International Students Program. (R.7.1)

A permanent dean of enrollment services was hired in January 2008 followed by a permanent hire of the vice president for student affairs in July 2008. The management level of Student Services is permanent and stable; adequate leadership is in place to facilitate planning and implementation of processes that are in alignment with the college’s mission, values, and goals.

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<tr>
<th>R.7.1</th>
<th>EVC Organization Chart</th>
<th>evergreen Valley College Administrative Organization</th>
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Recommendation 8

The College needs to integrate the documented priorities in the self-study into the institutional budget development plan to ensure that appropriate budget allocations are made to improve the scope and quality of library and learning support services to meet the diverse needs of the student population and the instructional needs of the faculty. (Standards III.D.1.a, III.D.1.b, III.D.1.d, II.C.2)

The college successfully met the recommendations relative to the improvement of the Library and Learning Resources Center (LRC). The college established a position of the dean of library and learning resources which also includes distance learning and hired a dean as of 2008. (R.8.1) With the effort in decreasing the success gap of students especially in the basic skills level, the Learning Resource Center is aimed to deliver multiple functions for the diverse needs of our students. The concept for the Center is not to be considered as a “supplemental” function, but rather, a center that promotes “success” for students through its services. (R.8.2) The Library and Learning Resource Center has created many collaborative and innovative tapestry of cross-section of support services and instruction. The recent student survey indicates 63% of students feel the Tutoring Center and Learning Resource Center meets their learning support needs. In addition, 86% of students felt the Library offered the resources needed and 83% felt the know how to use the resources well. (R.8.3)

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<th>R.8.1</th>
<th>EVC Organizational Chart</th>
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<td>Student Survey</td>
<td>evcwebs.sjeccd.edu/accreditation/self_study/survey_results.htm</td>
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Recommendation 9

The College should provide for adequate, stable, permanent, qualified administrative support for its programs and operations. (Standard III.A.2)
As described in detail, as response to Recommendation 3, the college has stabilized its administrative team by hiring diverse and qualified individuals which contributed to providing strong administrative support for the college’s programs and operations.

In collaboration with the district’s Human Resources office, the college ensures that the hiring process is in accordance with the district’s procedure of “Screening Committee Orientation: Process, Equal Employment Opportunity and Diversity in Recruitment and Hiring” so as to aim to recruit and hire highly qualified professionals who share the college’s values.

**Evidence**


**Recommendation 10**

*The team recommends that the College, in collaboration with the District, review the policies and procedures as well as the existing practices for hiring faculty and staff in a manner that assures policies promote fair and expeditious hiring of qualified faculty and staff and that actual practices conform to established policies and procedures. (Standards III.A.3, III.A.4)*

The district had challenges maintaining a permanent vice chancellor for human resources. Since the retirement of the last permanent vice chancellor for human resources in June 2008, an experienced retired acting vice chancellor of human resources has been in the position ending June 2010. The district successfully hired a permanent vice chancellor for human resources who will assume the position in June 2010. Since the 2007 midterm report, regardless of the challenges associated with the position, the district made improvements on many accounts by revising the Board Policy relative to Human Resources (Chapter 7), installed People Admin software for job posting and position control, and hired a permanent director of employment services in July 2008.  (R.10.1) These improvements assisted to promote smoother and better coordinated recruiting and hiring process for the college.
It is the hope of the college that the district Human Resources function and operation continues to improve especially in the area of efficiency, communication, and timeliness in executing requests under the new vice chancellor for human resources.

The college has practiced fair, transparent, and ethical recruiting and hiring process in accordance with the district policy. As a result, the college benefited from welcoming quality, highly professional, and student-centered employees for the most part.

Evidence

| R.10.1 | SJECCD Board Policies, Chapter 7 | http://www.sjecccd.edu/aboutus/board/Pages/BoardPolicies.aspx |

**Recommendation 11**

To meet the objective of providing effective facility planning that ensures student achievement and learning, the College needs to adopt an integrated planning structure that incorporates a cycle of planning, resource allocation, and assessment relative to academic program needs and facility development. (Standard III.B.2)

As one of the commendations received from the visiting team in fall 2006 for the Progress Report indicated that other Community Colleges should use Evergreen Valley College’s facility planning process as a model when building a new facility for their college. The Center for the Arts project, twelve years in delay and $23 million over budget in 2004-05, was successfully built within the originally allocated budget and opened for instruction in September 2009. The vice president of academic affairs, assigned as a project lead, led the project team consisting of faculty and administrators in working with architects and the construction company. The team conducted SWOT analysis or a small-scale program review ensuring that the core design of the building/facility is derived from teaching and learning needs. (R.11.1) In addition, the college hired Maas Company to conduct a mini-facility plan specifically for this project to ensure that the planning incorporated a sound resource allocation plan, as well as the college’s academic program needs were consistent with the findings from the mini-facility plan.

Beginning in 2007 with bond funds, the college engaged in modernization project for three buildings that are over 30 years old. (R.11.2)
modernization facility planning followed a similar model to that of the Center for the Arts with project lead in place along with representations from faculty, staff, students, and administration. The facility and safety committee, as well as the budget committee and college council were regularly updated by the project team with the modernization progress updates. As of spring 2010, the first modernization project was successfully completed where students began classes in the newly modernized Cedro building and faculty and staff began their semester in their respective new offices. Physical Education building will be completed in time for summer 2010 instruction. The second phase of the modernization process is in progress for the Acacia building which will proceed with the construction starting in summer 2011.

The college continues to ensure that the facility planning is integrated with the resource allocation and educational plan. Educational plan component of the *Educational and Facilities Master Plan* began its process in spring 2010 followed by the Facilities Plan. The process is scheduled to be finalized in September 2010. (R.11.3)

### Evidence

| R.11.1 | Visual and Performing Arts Program Review | evcwebs.sjeccd.edu/accreditation/2010/exhibits |
| R.11.3 | Educational and Facilities Master Plan | evcwebs.sjeccd.edu/accreditation/master_plan.htm |

### Recommendation 12

*Integrate the College Technology Master Plan into a comprehensive strategic plan for the entire College. Combine the objectives of the technology plans of the two Colleges into a District Technology Master Plan. (Standards III.C.1.a, III.C.1.c, III.C.1.d, III.C.2)*

The college continued to refine the role of Campus Technology Committee (CTC) where better coordination and connection between the college’s CTC issues/focus and district’s Information Technology Support Services (ITSS) are
made. The CTC will continue to address critical issues such as the expansion of the distance education as indicated in the Educational and Facilities Master Plan conducted in spring 2010. (R.12.5) The draft of the EVC Technology Master Plan was in the revision process in spring 2010; however, the college decided to wait to finalize the document since the Educational and Facilities Master Plan was underway. The college’s technology plan will be finalized as the Educational and Facilities Master plan gets completed which will be a comprehensive and effective roadmap for the college’s future for distance education along with needed facilities technological upgrades. The college plans to conclude this process in spring 2011.

The District Technology Committee meets on a regular basis, is led by the acting chief technology officer, and includes the college technology committee chairs, college CTSS supervisors, faculty, staff and administrators (R.12.2) The charge of this committee is to explore, assess, and implement technology use throughout the district and to create standards, goals, guidelines, policy and procedures for technology acquisition, implementation, and use including total cost of ownership. In fall 2008, the district implemented a five year technology standardization and replacement plan to address issues related to obsolete server and desktop systems and create standardized levels for technology equipment throughout the district. In addition, technology planning is integrated into all new facility planning and renovations, i.e. the smart classrooms in the Cedro and Physical Education buildings which were informed by the Educational and Facilities Master Plan and standardized by CTSS to leverage costs and maintenance of equipment.

The district Datatel Users Group meets at least quarterly to discuss and collaborate on the specific needs and issues surrounding the use and implementation of Datatel throughout the district. (R.12.3) This group is chaired by the chief technology officer and membership includes the ITSS applications manager, management of Datatel using departments, and administrators as assigned by their management. Through the work of the Datatel Users Group, the district and college made vast improvements in the area of leveraging and enhancing the Datatel system. SJECCD uses the Oracle-based Datatel system as the administrative software for the district. This system was implemented in 2000 with little training or comprehensive implementation of the modules. To augment such limitations and inconsistencies and with the aim to maximize Datatel, the district hired a
consultant to implement a “Reporting Portal” system where the data needed for program review, Accreditation, and other basic research are readily accessible and attainable. (R.12.4)

The district and college moved its course management system to Moodle where faculty and staff have been actively utilizing the system for not only instructional purposes but also for institutional projects such as this Accreditation Self-Study. Ongoing training for faculty and staff on Moodle are held and the community is encouraged to utilize such tools to increase efficiency especially during this severe budget crisis. (R.12.5)

The overall organizational structure of the ITSS and the colleges’ Campus Technology Support Services (CTSS) are under consideration for a reorganization to move toward a possible centralization model due to the severe budget crisis. Regardless of a possible organizational structure change, the college is committed to ensuring that the college technology plan will be completed that is in concert with the district-wide technology plan. (R.12.6)

**Evidence**

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Recommendation 13

*Integrate the priorities of technology planning into the budget development process to assure that the results of technology assessment and planning effectively improve the use of technology at the College. (Standard III.C.1.b)*

The college, in collaboration with the district, made a significant improvement in integrating the priorities of technology planning into the budget development process. EVC CTSS in collaboration with the ITSS Help Desk created an effective work order tracking system—TrackIt—to improve its service and response time, the Campus Technology Committee focused on institutional technology priorities that are consistent with the overall focus of the district’s and which will also be coordinated with the Educational and Facilities Master Plan by September 2010. In conjunction with the facility modernization process, the budget development process and technology planning are integrated and reviewed by the college’s key shared governance committees.

**Evidence**

| R.13.2 | Educational and Facilities Master Plan 2025 | [evcwebs.sjeccd.edu/accreditation/master_plan.htm](http://evcwebs.sjeccd.edu/accreditation/master_plan.htm) |

Recommendation 14

*Resource allocation should be a collaborative process with dialogue between the District and the College constituencies using Board priorities and college plans to develop the budget. This process should result in written procedures for the initial allocations for the District Office, San Jose City College and Evergreen Valley College and the on-campus allocations. (Standards III.D.1; III.D.1.a; III.D.1.b; III.D.1.d)*

The district-wide integrated budget planning process was clearly established in June 2007 which is shown in a written document, Planning and Budgeting A New Process. (R.14.1) The process not only delineated the roles of the district and the colleges relative to the budget planning and allocation but
also identified critical district-wide shared governance committees and their roles relative to this process.

At the college, the budget planning and allocation process are incorporated with the college’s Strategic Initiatives and program review process. It also includes full-time faculty hiring request process and the instructional equipment fund (when available) allocation process where the transparent process begins at the department and division level with a data-driver analysis and discussion to formulate recommendations (Planning, p.16). The recommendations move through the shared governance channel which also includes review by the deans and vice presidents. The final recommendations go to the College Council prior to the submission to the president. When the state budget was healthy and funds were available for distribution, the college also included an open forum for new funds request as part of the resource allocation and planning process.

The college has a clearly identified budget planning and resource allocation process that integrates shared governance structure, program review, and college’s Strategic Initiatives.

**Evidence**


**Recommendation 15**

*The College and the District should act expeditiously and with due diligence to respond to recommendations made by the Commission.*

*(Standard IV.A.4)*

The college has taken recommendations made by the Commission seriously since the last Self-Study in 2004 and made tremendous improvements on all levels which are reflected in the two Progress Reports (2005, 2006) and a Midterm Report (2007) submitted to the Commission.

As this Self-Study indicates, the college has addressed every single item in the “Future Plans” sections of each of the 20 recommendations identified the EVC 2007 Midterm Report. (R.15.2) Many have been completely addressed or completed and some are in progress to reach our goals. The college continues to make steady progress in the implementation of SLOs and its
assessment for all parts of the college by 2012; fine-tuning the program review process as part of the Institutional Effectiveness Committee in fall 2010; completing the revision of the Strategic Initiatives as part of the strategic planning process in fall 2010; completing the EVC Technology Plan in spring 2011 in conjunction with the SJECCD Technology Plan; and continue making progress on the college facility modernization process. All of these projects in progress have clearly delineated plans and timelines associated, and they are reflective of the college’s positive and collective work of the shared governance.

Evidence

|--------|----------------------|--------------------------------------------------------------------------------------------------|

Recommendation 16

*The District and Board of Trustees should work actively to accomplish its stated value of “fostering trust through mutual respect” as stated in the catalog. (Standard IV.A) This recommendation is reiterated from the 1998 evaluation report, but is now focused directly on the District and Board of Trustees. The 2000 Focused Midterm Report showed progress on this recommendation at the College level but not between the College and District.]*

From 2005-2010, the district had a chancellor in place who was extremely enthusiastic about teaching and learning and committed to student success. During this period, the chancellor and the board met in a retreat to further clarify the role of the board and the chancellor. Subsequently, the board conducted a mid-year self-evaluation in September 2006. The mid-year self-evaluation was shared in the public session portion of the board meeting. Additional board retreats were held in 2006-07, 2007-08 and 2008-09 and
2009-10 to continue to ensure that the clearly identified role clarification of the chancellor and the board are exercised. (R.16.1)

Unfortunately, the end of the chancellor’s tenure (2009-2010) was marked by controversy due to media allegations about her expenditures. An independent firm conducted an investigation and the findings of the report were posted on the SJECCD website in May 2010. During this period of the investigation, the chancellor was on medical leave. The vice chancellor of administrative services served as acting chancellor from November 2009 through mid May 2010. During this difficult period of transition, the district experienced turmoil as the Board of Trustees faced accusations questioning its leadership and oversight of district management and operations. The Board of Trustees had many special meetings during this period of uncertainty. (R.16.2) The Board of Trustees appointed a different acting chancellor to fill the remainder of the chancellor’s term until the new chancellor’s arrival in July 2010.

The college and the district made many improvements by delineating clear role clarifications through multiple organizational and functional structures and shared governance committees. The budget allocation and resource planning process was established in 2006-07 to clarify roles and responsibilities of the district, the college, and the budget committees both on the college and the district level. (R.16.3) In addition, the District Council, an advisory committee to the chancellor, was established to reflect its overall responsibility for coordinating district-wide planning, including coordinator of district policy development and the district-wide committees. (R.16.4) Under the leadership of the vice chancellor of human resources, a better coordination between the district’s Human Resources and the college occurred relative to recruitment and hiring of employees. (R.16.5) Human Resources software, People Admin, was purchased to enhance administrative processing of hiring documents which created effective framework of approval process from the college to the district Human Resources. In 2008-09, the chancellor charged the district’s executive team through district-wide task forces to review and identify ways to increase efficiency: Human Resources, Information Technology, Curriculum and Administrative Services. The projects are in progress but will also have to be revisited when the new chancellor arrives in July 2010.
Evidence

| R.16.2 | SJECCD Board Meetings 2009-10 | http://www.sjecc.edu/aboutus/board/agendas/Pages/default.aspx |
| R.16.4 | District Council | http://www.sjecc.edu/facultystaff/Pages/CouncilComm.aspx |

Recommendation 17

*The team recommends that the Board of Trustees limit its actions to establishing policies, delegating operational authority for implementing and administering Board policies to the chancellor. (Standard IV.B.1.j)*

In accordance with BP 2403, the Board of Trustees did delegate its authority to the chancellor in implementing and administering board policies and publicly announced that it has restricted its authority to a policy-making body. (R.17.1) The chancellor delegated relevant parties to start reviewing and revising each board policy starting in 2006-07. Each board policy was reviewed by well-represented task-force committee from the district and the two colleges. Where appropriate, the task-force committee brought the draft of the policies to department, division, deans, and students for their review.

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and input prior to submitting them to the District Executive Team and to the chancellor. Of the seven chapters of the board policy, chapters three, five, and seven are yet to be completed. Chapter seven will be approved by the board in June 2010 and chapters three and five will be approved in the summer 2010. (R.17.2)

**Evidence**

<table>
<thead>
<tr>
<th>R.17.1</th>
<th>SJECCD Board Policy Chapter 2</th>
<th><a href="http://www.sjeccd.edu/aboutus/board/Documents/Chapter%202%20Board%20of%20Trustees.pdf">http://www.sjeccd.edu/aboutus/board/Documents/Chapter%202%20Board%20of%20Trustees.pdf</a></th>
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</table>

**Recommendation 18**

*The team recommends that the District clearly delineate and communicate the operational responsibilities and functions of the District from those of the Colleges and consistently adhere to this delineation in practice. (Standard IV.B.3.a)*

Since the last Self Study in 2004 to the midterm report in 2007, significant delineation and clarification of operational responsibilities and functions of the district and the college were made and followed as specifically indicated in the EVC 2007 Midterm Accreditation Report. (R.18.1) Since 2007, the district and colleges collaboratively continued its effort to further examine operational and functional responsibilities of the district and colleges and to identify new and innovative ways to increase efficiencies especially during this historically unprecedented budget crisis. As mentioned in the response to the Recommendation 16, district-wide task forces in Human Resources, Information Technology, Curriculum, and Administrative Services are engaged in the initial stage of reviewing areas as to where and how efficiencies can be increased. As for the Curriculum task force, the committee is currently examining and identifying ways to ensure that curriculum management, and its related functions, can be supported and managed independently at each college. Prior to 2005, the Educational Services at the district controlled all instructional matters for both colleges including curriculum development and management. In response to the Commission’s strong recommendation at that time to reinstitute the vice president of academic affairs and student affairs positions, the colleges established positions and hired permanent vice presidents. As an effort to ensure that each college has the authority and
independence to manage its own instructional and academic matters, curriculum separation has been agreed upon. The task force committee, which includes curriculum committee chairs from both colleges, continues to work toward functional separation of curriculum management. The process has been delayed due to the fact that San Jose City College had high turnover of the vice president of academic affairs—three as of spring 2010 and the fourth beginning in summer 2010. The college has a highly functional, collaborative, and transparent shared governance process, as well as institutional organizational structure. The college is committed to continue adhering to such practice.

**Evidence**

| R.18.2 | Curriculum Task Force Minutes | [http://evcwebs.sjeccd.edu/accreditation/20/10/exhibits/R.18/Curriculum_Task_For](http://evcwebs.sjeccd.edu/accreditation/20/10/exhibits/R.18/Curriculum_Task_For) |

**Recommendation 19**

_The team recommends that the Board of Trustees systematically review and update its policies and practices on a regular basis._

*(Standard IV.B.1.e)*

As indicated in the response to Recommendation 17, board policy has been reviewed and updated by the colleges and the district through well-represented district-wide task force. Of the seven chapters of the board policy, chapters three, five, and seven are to be completed shortly. Chapter seven will be approved by the board in June 2010 and chapter three and five will be approved in the summer or early fall 2010. (R.19.1) With the arrival of the new vice chancellor of human resources in June 2010 and chancellor in July 2010, it is expected that a systematic review process will be established under their leadership in collaboration with the Board of Trustees providing review and necessary revisions of board policy on a regular basis in the future.

**Evidence**

| R.19.1 | SJECCD Board Policy | [http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx](http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx) |
Recommendation 20

The team recommends that the Board of Trustees adhere to its policy of conducting regular self-evaluation and uses the results of self-evaluation to improve Board functioning. (Standard IV.B.1.g)

As mentioned in the response to Recommendation 16, during the tenure of the current chancellor between 2005 and 2010, the chancellor and the board of trustees met in a retreat to further clarify the role of the board and the chancellor. Subsequently, the board conducted a mid-year self-evaluation in September 2006. The mid-year self evaluation of the board was shared in the public session portion of the board meeting. Additional board retreats were held in subsequent years up to this year.

Due to the recent unfortunate media allegations about the chancellor’s expenditures and criticism towards the board of trustee’s lack of leadership, the board of trustees began reviewing its existing policy relative to travel and other related items. It remains to be seen when the new chancellor arrives in July 2010, how she and the board of trustees will work together on the improvement of the board functioning and to regain trust from the district community as well as from the public.

Evidence

|-------|--------------------------|----------------------------------------------------------------------------------|
Themes of the Self Study

This Self Study report tells the story of Evergreen Valley College, where our mission is “to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens” (Mission Statement). When members of the college community came together to prepare this Self Study, it became clear that several common themes permeated our work as a college. As we wrote the report, our Steering Committee took time out on several occasions to reflect more fully on who we are as a college and to identify common themes that flow throughout our work. The majority of these themes line up very closely with those suggested by the Commission, illustrating the tremendous progress our college is making towards greater institutional effectiveness. At the same time, we also identified three additional themes which make Evergreen Valley College unique; they describe who we are and how we are working to fulfill the language and spirit of our Mission. Each of the following themes is interwoven throughout the fabric of this report, appearing most prominently in the sections indicated on the Themes Chart (below). Note: This section is written in the first-person to provide ACCJC with a richer, fuller, and more personal account of the college’s Themes and why they are so important in the work that we do.

Institutional Commitments

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College’s mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens (Mission Statement).

At Evergreen Valley College, our work is guided by the language and spirit of our Mission Statement and by our three Strategic Initiatives: Student Centered, Community Engagement, and Organizational Transformation. Our Mission, Initiatives, and planning processes provide a basis for commitments to action at every level of the college. These priorities inform evidence-based decisions on resource allocation and other important matters. The shared governance structure at EVC enables transparent and participatory decision-making, while our Strategic Planning process ensures that both the Mission Statement and Strategic Initiatives are regularly revisited, evaluated, and (when necessary) revised. Throughout this Self Study, we provide formal
evidence of this robust planning process and its importance as a basis for institutional commitments and decisions.

The majority of our work in recent years can be classified under one or more of our Strategic Initiatives. The following examples help to illustrate this briefly, while our responses to each of the standards in this report provide more thorough evidence and explanation. First, through the Student Centered Initiative, we have focused on improving Access, Curriculum and Program Development, and Student Service Offerings. We have worked to improve Access by overhauling the college catalog, creating clear and accessible information on the website, initiating streamlined registration procedures, and much more. We have focused on improving our Curriculum and Programs through our development of Student Learning Outcomes (SLOs) and assessment at the institution, program, and course level, while also creating several new certificate and degree programs to meet students' career needs. To honor our institutional commitment to Student Service Offerings, the college has participated in the Equity Scorecard and Achieving the Dream Initiatives, while also making specific improvements such as redesigning the counseling area as a “one stop” registration stop, improving the visibility of the Transfer Center, and enhancing partnerships to increase transfer rates in its Title V grant-funded ENLACE program.

Second, through our Community Engagement Initiative, we have focused on improving Visibility, Strategic Partnerships, and College in the Community. To enhance Visibility, we have partnered with the high schools to bring their counselors and students to see EVC, sent our student ambassadors out into the community, and placed our own students’ success stories on billboards and bus stops. Several new Strategic Partnerships have been developed including Women in Technology, Gates Foundation, Silicon Valley Stepping Stones, and California Community Partnerships for Youth. We have brought the College and Community closer together by leading and hosting events such as KinderCaminata (annually), the Umoja Conference, Punjabi Mela, etc.

Third, through our Organizational Transformation initiative, we have focused on improving Community Building, Employee Development, and Transparent Infrastructure. We have worked to Build Community here on campus by creating a climate of mutual respect where employees are valued. The Diversity Action Council’s guidelines have been shared with many other campus entities, while their training programs have become important
features of our Professional Development Days. The President’s First Thursday events, regular forums on major issues such as the budget and campus anti-smoking policy, and regular employee recognition events have contributed to Employee Development. The college has made great progress toward a Transparent Infrastructure through systematic use of the shared governance committee process and adoption of a Shared Governance Handbook. At EVC, shared governance is not merely a buzz term; it describes a transparent, participatory, and meaningful system where all employees, constituency groups, and student leaders have an opportunity to help make decisions of the college on a day to day basis.

Evaluation, Planning, and Improvement

Institutional Effectiveness is a top priority for the college. Over the last few years, we have developed and implemented successful models of evaluation, planning and improvement in the fields of Strategic Planning, Program Review, and Student Learning Outcomes Assessment. The Institutional Effectiveness Committee (IEC), a shared governance institution, oversees the Strategic Planning process, Program Review, Accreditation, and the Educational & Facilities Master Plan process.

Our Strategic Planning process, which we began in earnest in 2006, engages the entire campus community in regular activities to renew and revise our Mission Statement and Strategic Initiatives as well as articulate success metrics and commitments to action as specific benchmarks by which we measure our progress. The work then cascades down to divisions and departments, who annually review their progress on the previous year’s commitments to action and create new ones for the upcoming year. Most recently, the college held a retreat in October 2009 and an activity at Professional Development Day in January 2010 to revise the Mission Statement, while the Strategic Initiatives will be revisited at a retreat in April 2010. As an evaluation activity this year, we surveyed the entire student body to gauge the students’ perspectives on the college’s progress with the “Student Centered” Strategic Initiative. Results of this survey will be presented to attendees of the April 2010 Strategic planning retreat as they focus on renewal of the Strategic Initiatives.

We created and launched a new Program Review model in fall 2008. For the 2008-09 academic year, the Institutional Effectiveness Committee (IEC) developed a set of Program Review Criteria and selected five programs for
IEC worked closely with the district’s Research and Institutional Effectiveness (RIE) office, which provided extensive data and assistance in evaluating it. A liaison/mentoring system was established between IEC and the programs under review, four of which submitted successful reviews which were accepted by IEC, the Curriculum Committee, College Council, the President, the Chancellor, and the Board of Trustees. For 2009-2010, IEC revised the Criteria form to include additional questions on methods of learning outcome assessment and on addressing achievement gaps in the data for target student groups. In addition, IEC developed a timetable for program reviews, indicating which academic and service programs will be scheduled for reviews in each particular year. For 2009-2010, five programs (plus one from the previous year which needed to revise its report) successfully completed program reviews.

The College’s progress on Student Learning Outcomes Assessment, another important area of institutional effectiveness, is summarized in the next section below.

This Self Study contains numerous references to the results from two surveys which were conducted in the 2009-2010 Academic Year. The first of these, the Student Survey for Accreditation Self Study, was geared towards evaluating the institution’s progress on our “Student Centered” Strategic Initiative. The survey questions were developed by our Accreditation Steering Committee and reviewed by the Associated Students, which provided comments and final approval. The survey was conducted from December 2009-February 2010 and received 455 responses. The second of our surveys, the Employee Survey for Accreditation Self Study, ran from February-March 2010 and received 135 responses. It was structured on the basis of the Self Study standards themselves, and the questions were reviewed and approved by both the Accreditation Steering Committee and College Council. These two surveys, in combination with other methods of evaluation, provided meaningful results which informed our self-reflection on the college and its progress towards institutional effectiveness.

Additional areas of planning and evaluation are ongoing. The College’s Education & Facilities Master Plan process, which is currently underway, will be completed by fall 2010. IEC oversees this process, monitoring the work and progress of our consultants, Maas Companies. The process includes an Educational Master Plan Survey, numerous employee interviews, and other
methods of evaluation. A summary of Maas Companies’ initial findings was presented at the April 2010 Strategic Planning Retreat, so that participants can factor these insights into the renewal/revision of our college-wide Strategic Initiatives. Retreat participants also had an opportunity to hear a summary of results from our Achieving the Dream (ATD) Initiative, which has focused on evaluating and addressing achievement gaps for target student groups, using an analysis of data and additional evidence collection and analysis including focus groups. All of these sources of information inform us as we continue to make Evergreen Valley College the most effective institution it can be.

Student Learning Outcomes Assessment

In the area of Student Learning Outcomes Assessment, the College has been working hard on many levels. The Curriculum Committee began requiring courses to list Student Learning Outcomes (SLOs) in 2002-2003. The percentage of revised courses with SLOs has steadily increased each year since. In 2006 the Curriculum Committee began requiring degrees and certificates to include SLOs as well. In spring 2010, the Curriculum Committee and Academic Senate both passed a resolution to allow for deletion of any course that does not have stated SLOs. All EVC faculty members were notified in March 2010 that any unrevised courses would be deleted in December 2010.

Meanwhile, the Curriculum Committee’s SLO Subcommittee has been working on the articulation and assessment of SLOs at every remaining level of the institution. The SLO Subcommittee developed plans for SLO creation and assessment for programs in the general education, CTE (vocational) student services, library services, and administrative services areas. The Subcommittee also responded to a request by the President by developing Institutional SLOs in draft form for Evergreen Valley College. Members of the SLO Subcommittee are following the best practices of a number of other California community colleges which have successfully moved from person to person, program to program to help personnel in each area develop SLOs and meaningful assessment plans. Following the timeline agreed upon by the Subcommittee, our college projects to have SLOs and meaningful assessment plans in place for the institution, programs, services, and courses at the “Sustainable Continuous Quality Improvement” level by fall 2012.
Organization and Structure

Evergreen Valley College has a logical organizational structure that promotes effective decision-making through the shared governance process. Even during this time of increasing enrollments and challenging state budgets, our staff members, faculty, and administrators are committed to providing students with the highest quality education. Our dedication to fulfilling the college’s Mission and Strategic Initiatives, as well as our ongoing Strategic Planning process, provides us with a formal structure for dialogue and self-reflection. Recently, we have added Institutional Learning Outcomes which help us to implement the language and spirit of the Mission Statement while regularly evaluating our effectiveness in serving students.

In addition, we have an informal culture of sharing ideas not only at campus forums and committee meetings, but also in spontaneous discussions that may arise in hallways, in the cafeteria, in a classroom, or via e-mail. The President and college leaders have encouraged the free exchange of ideas through the First Thursday events, President’s Speaker Series, and lunches in the cafeteria. Students and employees feel free to share lively, innovative, thoughtful, and even critical ideas on matters ranging from the budget to the college’s anti-smoking policy, and from parking issues to someone’s idea for re-designing the seating area in a building or hosting a community even on campus. Results from the Employee Surveys referenced throughout this Self Study, confirm that faculty and staff members believe the college provides an environment for empowerment, innovation, and institutional excellence. Our responses to the Self Study standards in this report provide a thorough discussion of student learning at EVC and evidence of our goals and commitments, programs and services, resources, and leadership. Many ideas for making this college even better are included in our planning agendas within each standard.

Dialogue and Self Reflection

Dialogue and Self Reflection are important aspects of the evaluation process here at Evergreen Valley College. Informed by data that is collected through our partnership with the district’s Research and Institutional Effectiveness (RIE) office, we are engaged in meaningful discussions over student achievement. In our quest to improve student access, retention, and success, we have participated in two recent initiatives that have allowed us to focus on addressing achievement gaps for target student groups.
The first of these initiatives was the Equity Scorecard, which we embarked upon for the 2008-09 academic year. This partnership with the University of Southern California’s Center for Urban Education used the CUE Equity Mode as a method of examining routine and existing data to assess everyday practices and set improvement goals. The Equity Scorecard team, consisting of staff, faculty, administrators, and students, set out to review our student data to identify any achievement gaps between different target groups of students. Through this work, the team focused on basic skills courses and discovered that certain ethnic groups were severely underperforming in the low level math courses.

The team chose to focus on understanding and addressing this achievement issue in the low level math courses. For the 2009-2010 academic year, the college was chosen to participate in the Achieving the Dream (ATD) Initiative with funding from the Lumina Foundation. During 2009-10, the ATD team has received training and mentoring support to learn how to better understand and evaluate the reasons for the identified achievement gaps. This has included collaboration with other institutions on best practices and training on how to conduct focus groups to evaluate student perspectives, issues, and needs. As we better understand students’ barriers to success, this dialogue and self reflection will enable us to address achievement gaps through changes to the way we instruct and serve students.

**Institutional Integrity**

This Self Study is a testament to the integrity of the students, employees, and leaders of Evergreen Valley College, where our commitment to student learning is second to none. From the college leadership to the faculty and staff to the student body, this is a college where we practice the values that we espouse. Through our shared governance process, honesty and accountability are expected and demanded in all systems, behaviors, and decision-making.

The process of this Self Study provides a strong example of our integrity. This report has been produced through the hard work of many members of the faculty, staff, administration, student body, and district personnel. The entire campus community, including all constituency groups, has been encouraged to join in and given opportunities to participate in writing, reviewing, and editing this report as well as assisting in the identification and production of evidence.
The Institutional Effectiveness Committee (IEC), which oversees accreditation, agreed on a writing timetable and recruitment process in 2008-09. Kuni Hay, Vice President of Academic Affairs (administrator), R.J. Ruppenthal, Professor of Paralegal Studies (faculty) and Lisa Kalenda (staff) were chosen to lead this Self Study process as its Co-Chairs and Editor, respectively. By September 2009, co-chairs for each of the standards (as well as the sub-sections of Standard II and III) were recruited and joined together to form our very diverse and broadly representative Accreditation Self Study Steering Committee. A resource team also was formed to help assemble and present the evidence. Co-Chairs Kuni Hay and R.J. Ruppenthal attended two meetings of the Associated Students in fall 2009 and spring 2010, providing an overview of the process and soliciting student participation. Several officers of the Associated Students volunteered to join writing teams, and while student participation on writing teams was less consistent than we had hoped, we have continued to update the Associated Students and involve them through the Student Accreditation Task Force. For example, the Associated Students reviewed, commented on, and approved the questions for the Student Survey, the results of which were shared and discussed with the Associated Students in March 2010. Towards the end of the writing phase of the Self Study, the Accreditation Co-Chairs and Editor met with the Student Accreditation Task Force on multiple occasions to discuss how to integrate the results of the Student Survey into the Self Study as well as how to prioritize and describe student-oriented items in the Planning Agenda sections of the Self Study.

The two co-chairs visited seventeen separate shared governance committee and division meetings in fall 2009 plus ten more in spring 2010. Our twin goals were to explain the writing process and timeline for the Self Study and recruit more members of the campus community to join our writing teams. We were successful on both counts. The report co-chairs, standard co-chairs, and editor have continued to make visits to shared governance committee meetings throughout the 2009-2010 Academic Year to update committee members on writing progress and to solicit committee members’ expertise or matters ranging from Learning Outcomes (Curriculum Committee) to Financial Resources (Budget Committee) to Leadership and Governance (Academic Senate and College Council). The Steering Committee has met regularly every 3-4 weeks throughout the academic year. The Steering Committee has made collaborative decisions on many key matters, including agreeing on a common
writing format, receiving training on our shared technology platform and editing conventions, drafting the questions for the Employee Survey, providing cross-pollinating feedback to one another across different standards, making suggestions for how best to involve the campus community in review of the draft reports, and developing and explaining the main ideas for the Themes discussed in this section and interwoven throughout the Self Study. Lunch has been provided for Steering Committee members an hour before each meeting, providing an opportunity for additional informal discussion, collaboration and team building.

We have continued to involve the remainder of the college community in very meaningful ways, such as through surveys, regular updates at campus events and opportunities to review and comment on posted copies of Self Study drafts. Students were invited to participate in the Student Survey through a presentation at the Associated Students meeting and announcements made in classes, on the website, and via mass e-mail to all college students. As additional encouragement, an optional raffle was created with several donated prizes for students who wished to join. Seven student respondents were chosen randomly to win gift certificates to the campus bookstore.

Employees were invited to participate in the Employee Survey by announcement at Professional Development Day (PDD) and via mass e-mail. A similar raffle with prizes was conducted for employees. Both surveys received very robust response rates and honest, though overwhelmingly positive, responses. Both employees and students took the time to write additional comments, above and beyond their answers to the multiple choice survey questions. Though these surveys were both launched during very difficult budget times that necessitated a reduction in force, it is a testament to our community’s integrity that both students and employees care so much about the good of the institution, providing honest, constructive ideas on how Evergreen Valley College is doing and how we can continue to make it better.

In February 2010, co-chairs Kuni Hay and R.J. Ruppenthal, and editor Lisa Kalenda, fulfilled an earlier promise to attendees of the seventeen shared governance committee and division meetings by posting the first edited draft of the Self Study online for the entire campus community to review. This posting was accompanied by announcements at Professional Development Day (PDD) and the Associated Students meeting as well as a mass e-mail to the whole college. An electronic comment form was included on the website for people to submit feedback, comments, and suggestions on any portion of
the Self Study draft. Following an ongoing edit and the Steering Committee’s earnest review of submitted comments from the first draft, a second draft was posted and again announced for members of the college community to review and comment on. A presentation on what we have learned about our college through the Self Study process was provided by the co-chairs at the April 2010 Strategic Planning Retreat and these self reflective insights will help to inform participants as they collaboratively revisit and consider revising our Strategic Initiatives. Many of the honest assessments of what we still need to accomplish are included in the Planning Agendas within each of the Self Study standards.

**Equity-Minded Approach**

As noted in our Mission Statement, the college is guided by the principles of “equity, opportunity, and social justice”. With an extremely diverse student body and workforce, members of the Evergreen Valley College community have learned to respect and honor the traditions and perspectives of others. This is manifest in the work of our Diversity Action Council (DAC), which has shared its communication guidelines, trainings, and workshops with the entire campus, work that earned it the John W. Rice Diversity Award in 2006 from the California Community Colleges Board of Governors. Many special student programs provide additional support for members of underrepresented groups at EVC. Our ENLACE Program administers a Title V grant funded partnership to increase transfer rates for students at San Jose State University. Even undocumented students and foster youth find special support programs at EVC. In 2009, the college co-hosted the Umoja Conference as well as numerous other events on campus that honor our diversity, including the Punjabi Mela, Cinco de Mayo, and Pacific Islander Club Luau. The college’s work on the Equity Scorecard and Achieving the Dream initiatives, discussed in the “Dialogue and Self Reflection” Theme summary above, highlight our commitment to ensuring that all students, including those from disadvantaged backgrounds, are given the tools and support to succeed in college and beyond. The Equity-Minded Approach truly permeates our work at EVC and its threads are interwoven throughout many parts of this Self Study.

**Culture of Evidence**

As we strive for greater institutional effectiveness at EVC, we are creating a culture of evidence and meaningful evaluation. The Steering Committee felt
that this is a common theme which should be highlighted in this report
because evidence and assessment have become so important to the work we
do at all levels. Our culture of evidence ties directly into our Strategic
Planning, Program Review, Student Learning Outcomes Assessment, and
Educational & Facilities Master Planning processes. Throughout this Self
Study, we illustrate how decisions are made on the basis of evidence and
evaluation, through our participatory shared governance system. Several
years ago, evidence was not widely used to support decisions, but we realized
as we prepared this Self Study just how far we have come in developing that
culture of evidence. A great deal of the material we needed to document our
Self Study narrative was readily available, already being used or evaluated at
some level of the college, illustrating how our evolving systems and behaviors
truly support the use of evidence in planning, decision-making, and
betterment of the institution.

**Embracing Change**

Finally, the Steering Committee felt that the college has developed an
dreadful ability to embrace change. Change is not easy for any institution or
members of its community who have been accustomed to the entrenchment
of proven processes and behaviors. Yet technology, state budget constraints,
new generations of students, and other influences, continue to challenge us
to grow and innovate in different ways. Rather than resisting change,
members of the Steering Committee believe that we have developed a
culture that embraces and embraces change. With the knowledge that we
have adapted successfully to address challenges in the past comes the
confidence that we can adapt as needed to suit the changing times. Whatever
the challenge, Evergreen Valley College will rise to the occasion.
Cross Reference Chart for Theme Integration

Our themes permeate throughout the language of this Self Study. The following themes are most prominently addressed in the sections listed below.

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### Institutional Integrity

<table>
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<tr>
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<tr>
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### Equity-Minded Approach

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### Culture of Evidence

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<thead>
<tr>
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### Embracing Change

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Evergreen Valley College | Cross Reference Chart for Theme Integration 133
Institutional Self Evaluation

STANDARD I: Institutional Mission and Effectiveness

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

STANDARD I A: Mission

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

Descriptive Summary

At Evergreen Valley College (EVC), the main purpose is to empower students to achieve their human potential through learning, growth, and successful participation in a global, multicultural society. Through the strategic planning process and with the engagement of a broad cross-spectrum of college faculty, students, administrators, and staff members, EVC reviewed and revised its mission statement in 2009-2010. This revision process is more fully described in Standards IA.2 and IA.3 below. The college community has endorsed the following updated mission statement as a meaningful vision of the college’s values, educational purposes, intended student population, and ongoing commitment to student learning. It is aligned with both the district’s goals and the college’s own Strategic Initiatives:

Mission

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College’s mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives

Student Centered: The College provides access to quality and efficient programs and services to ensure student success. Areas of focus are:
Access
Curriculum and Program Development
Student Service Offerings

Community Engagement: The College will transform its image and enhance partnerships with the community, business and educational institutions. Areas of focus are:

Visibility
Strategic Partnerships
College in the Community

Organizational Transformation: The College creates a trusting environment where everyone is valued and empowered. Areas of focus are:

Community Building
Employee Development
Transparent Infrastructure

The Mission Statement defines Evergreen Valley College’s broad educational purposes, emphasizing our intent to empower students to expand their intellectual potential and enable academic and professional success. In addition, the Mission Statement reflects EVC’s recognition that it serves an extremely diverse student body and our conviction that we must help prepare students to succeed in a multicultural, global society. As a community college, Evergreen Valley College is an “open-access” institution of higher education. The EVC Catalog clearly articulates that “anyone who is 18 years of age or older, a high school graduate, passed the California High School Proficiency Examination, or is under the age of 18 and was officially released from his/her high school district is eligible to attend Evergreen Valley College.” (1A.2)

Furthermore, the campus profile found in the college catalog clearly describes the intended population and the commitment to tailor services to meet the needs of the students’ who attend Evergreen Valley College.

The college places students’ realities first. For instance, will they need help with their language skills? Are they carrying other responsibilities like children or full-time jobs? Are they first in their family to graduate college? To all learners—those directly out of high school, mid-career or mid-family
transitions, and those who are enjoying their golden years—we offer a supportive environment that value their intrinsic experiences. (IA.2)  At EVC, students always come first. In the recent Student Survey, nearly 81% of respondents agreed or strongly agreed with the statement, “I feel proud to be a student at EVC. I feel very much a part of the campus community.” (1A.3)

**Self-Evaluation**

**The college meets this standard.** The current Evergreen Valley College Mission Statement is a commitment by the institution to prepare and help students to attain their educational goals. The philosophies and principles upon which the Mission Statement builds reflects an organic organization—one that pragmatically modifies itself to ensure its continuing viability as a community resource for education, culture, and social responsibility.

The mission statement also intentionally highlights the fact that Evergreen Valley College’s charge is to provide a quality education by following its Strategic Initiatives which are: Student Centered—access to quality and efficient programs and services; Community Engagement—transform the college image and enhance community partnership; and Organizationa Transformation—offering a trusting and environment where everyone is valued and empowered.

The college’s mission statement was revised in 2009-10, a process that is more fully described below in Standard I A.2.

**Planning Agenda**

While the entire campus community has been invited to participate in crafting and revising EVC’s Mission Statement and Strategic Initiatives, not everyone recognizes their central importance in setting the priorities of the college. In the recent Employee Survey, only 67% of respondents agreed or strongly agreed that “Evergreen Valley College’s Mission Statement is meaningful for the campus community.” An even smaller number, around 58%, agreed or strongly agreed with the statement, “I am familiar with the College’s Mission and Strategic Initiatives, and I feel connected to them.” (1A.3) Going forward, members of the college’s administration and shared governance committees will continue to encourage all members of the campus community to attend and participate in strategic planning retreats. In addition, the Institutiona Effectiveness Committee (IEC) will conduct an evaluation of the college’s print and web-based materials to determine whether the college’s Mission
Statement and Strategic Initiatives could be more prominently displayed in any of these media. Strategic planning is still new to some employees, and as the college continues to utilize this process in coming years, it is hoped that all members of the campus community come to see how important it is in shaping EVC’s agenda for the work of the campus and for the allocation of resources.

Evidence

<table>
<thead>
<tr>
<th>1A.1</th>
<th>Mission Statement</th>
<th><a href="http://evcwebs.sjeccd.edu/about/mission.htm">http://evcwebs.sjeccd.edu/about/mission.htm</a></th>
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<td>EVC College Catalog 2009-2010</td>
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<td>Student and Employee Surveys</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/self.html">http://evcwebs.sjeccd.edu/accreditation/self.html</a></td>
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</table>

STANDARD I A.1

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

Descriptive Summary

Student learning programs and services that align with the college profile, purposes, and student demographic include developmental/basic skills education for underprepared students (the 300-level courses), general education and transfer preparation, career and technical education program, English as a second language instruction, and honors classes. The Learning Resource Center (LRC) housed in the Library Educational Technology Building and the Math and Science Resource Center located in the Acacia Building provide academic support for all programs. The LRC houses computer rooms used for instruction, student use, and staff training.

Student services include Admissions, Assessment/Placement, California Work Opportunities and Responsibilities for Kids (CalWORKS), Counseling, Disability Support Program (DSP), Extended Opportunity Program and Services (EOPS)/Cooperative Agencies Resources for Education (CARE), Financial Aid, Foster and Kinship Care Education Program (FKCE), Student Support Services (Fastrack), Student Life and Health Services. In addition to the traditional categorical support services, Evergreen Valley College offers three special academic support programs for specific ethnic populations. These programs include Academic Force for Inspiration, Retention and Matriculation (AFFIRM) primarily for African American students, Asian/Pacific Islander Resource for
Excellence (ASPIRE) primarily for Asian/Pacific Islander students and ENLACE primarily for Latino students.

The appropriateness and effectiveness of these programs are part of the dialogue that occurs at the Institutional Effectiveness Committee and the Instruction Council. These campus programs are assessed in a systematic manner in a variety of ways. Students have the opportunity to provide feedback regarding the delivery of services through such mechanisms. The Student Services Council and Institutional Effectiveness Committee meet regularly to plan the program review schedule, discuss results from program review and develop improvement recommendations. Programs and services are reviewed to ensure that they are aligned with the college’s purpose, profile and population.

Changing needs must be identified through an ongoing process of data collection and analysis, research, and assessment to maintain alignment with the character of the institution. Such research will be conducted by district Office of Research and Institutional Effectiveness to support the Equity Scorecard and Achieving the Dream initiatives, which focus on student success. The college will continue to conduct research on the changing student population, student needs, and student learning outcomes. This will be accomplished through the Student Learning Outcome (SLO) Subcommittee process, program review, campus surveys, and focus groups.

**Self-Evaluation**

The college meets this standard. The college effectively aligns its student learning programs and services with its purposes, profile and demographic population. Ongoing dialogue is held among key constituencies regarding the relevance and effectiveness of college programs and services in promoting student learning, as defined in the college’s mission statement. Critica discussions regularly take place through the appropriate committees including the Institutional Effectiveness Committee, All College Curriculum Committee and Academic Senate.

The institution collects evidence that substantiates the validity of the mission, as it addresses the needs of the students. The breadth and depth of the curriculum and student services demonstrate the college's commitment to providing multiple academic levels for open access. A variety of student services are available to facilitate the success of the students in their
individual educational objectives. (1A.1.1, 2) To address changes in demographics and technologies, the college has a systematic program review process to assure currency. (1A.1.3) The institution knows that it is addressing the needs of the students through its institutional research, focus groups, student and faculty surveys, evaluations in classes, assessment of student learning outcomes, and other vehicles. The most significant new efforts at assessing institutional effectiveness are the SLO Subcommittee, Equity Scorecard, and Achieving the Dream.

In the recent Student Survey, in which 454 students participated, nearly 90% of respondents agreed or strongly agreed that “There are degrees, programs, and certificates to help me with my educational and career goals at EVC,” while other questions about Student Services received consistently positive results. The survey also inquired whether students agreed that “Courses offered at EVC help me relate to my cultural background and tradition.” While nearly 62% of respondents agreed or strongly agreed with this statement, many students selected the “No Opinion” response, so it is important to note that only 8% of the students actually disagreed. Therefore, according to student opinion, the college’s instructional and student support programs appear to be successfully aligned with students’ needs. (1A.1.2)

Planning Agenda
None.

Evidence

<table>
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<tr>
<th>1A.1.1</th>
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<th><a href="http://www.evc.edu">http://www.evc.edu</a></th>
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<td>Student Survey</td>
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**STANDARD I A.2**

*The Mission Statement is approved by the governing board and published.*

Descriptive Summary
The previous Mission Statement, which was last revised in 2006, was reviewed for revision at an All-College Retreat on October 23, 2009. A group
of faculty, students, administrators, and staff engaged in value-clarification exercises and dialogue. Based on these discussions, a number of subcommittees met to synthesize the feedback and create two options for the Mission Statement language. On January 29, 2010, at the college’s Professional Development Day (PDD), the president presented these two options to the college community for feedback and voting. The new Mission Statement was identified through this vote and subsequently approved by the EVC’s shared governance committees. The president took the revised Mission Statement to the Board of Trustees for approval on May 11, 2010. (1A.2.1) The Mission Statement appears in our college catalog, student handbook, and the college website. (1A.2.2)

Self-Evaluation

The college meets this standard. As described above, the college has a revised Mission Statement that is Board-approved and published.

Planning Agenda

None.

Evidence

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<th>EVC Shared Governance Handbook</th>
<th><a href="http://evcwebs.sjeccd.edu/college_gove">http://evcwebs.sjeccd.edu/college_gove</a></th>
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STANDARD I A.3

Using the institution’s governance and decision-making processes, the institution reviews its Mission Statement on a regular basis and revises it as necessary.

Descriptive Summary

The college has a robust strategic planning process, which includes regular consideration and potential revision of its Mission Statement and Strategic Initiatives. EVC began the strategic planning process under new administration in 2006 with the assistance of consultants. In order to maintain an ongoing and systematic planning process, the Institutional Effectiveness Committee (IEC) was created in fall 2006 as the shared governance committee with primary responsibility for strategic planning, along with program review and accreditation.
The IEC is now responsible for reviewing the Mission Statement every three years and revising to meet changing needs. In 2009, IEC recommended that the college review the Mission Statement to ensure that it is aligned with its vision. As described above in Std. 1A.1, EVC conducted this revision of its mission statement as part of this ongoing strategic planning process.

**Self-Evaluation**

The college meets this standard. The mission is regularly revisited and revised through the college’s systematic planning cycle within the participatory shared governance process. This process ensures that the college continually reviews and responds to changing demographics, pedagogical innovations, and the needs of students, local industry, and the community (1A.3.2, 3).

The college’s strategic planning cycle is ongoing. Since the Mission Statement was revised recently, EVC will turn its attention to revisiting, discussing, and considering revisions to its Strategic Initiatives. In addition, the SLC Subcommittee is discussing draft recommendations for institutional learning outcomes which will help the college assess and evaluate how well it is meeting these goals.

**Planning Agenda**

None.

**Evidence**

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<td><a href="http://evcwebs.sjeccd.edu/about/mission.html">http://evcwebs.sjeccd.edu/about/mission.html</a></td>
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**STANDARD I A.4**

The institution’s mission is central to institutional planning and decision making.

**Descriptive Summary**

The Mission Statement and Strategic Initiatives set the parameters for planning and decision-making at all levels of the institution.

Evergreen Valley College has an integrated planning framework that aligns planning, budget allocation, and assessment/evaluation. Based on its broad mission and goals, EVC has developed college-wide strategies which, in turn, guide the development of division and departments plans. Strategic
Initiatives and more specific Commitments to Action (CTAs) have been developed to guide strategic planning at all levels, and to measure and communicate the accomplishment of the college wide goals.

The college’s Mission Statement and Strategic Initiatives provide a framework for other planning processes, which complement our cycle of strategic planning. These include program review, which is overseen by the Institutional Effectiveness Committee (IEC). EVC’s Program Review Criteria requires each instructional and student service program to explain its CTAs and how the program contributes to the mission and priorities of the college. Based on a comprehensive evaluation of data and self-reflection, each program has the opportunity to explain its future plans and needs. Program reviews are used to help determine future resource allocation. (1A.4.1) Other planning processes include student learning outcomes assessment and the Educational and Facilities Master Plan, which are described more fully below in Standard IB.3.

The shared governance process at EVC ensures that resource allocation is based upon planning and evaluation. The College Council, which includes representation from all campus constituency groups, is the president’s partner in all major decision-making. The College Budget Committee, a shared governance committee that reports to the College Council, provides a venue for critical dialogues about resource allocation in order to support the accomplishment of the college’s mission and goals. Though budgets have been tight these last few years, the college’s structure, processes, and behavior reflect the central role that EVC’s Mission Statement and Strategic Initiatives play in setting the priorities for decision-making and resource allocation. In our recent Employee Survey, more than 71% of respondents either agreed or strongly agreed that the college is committed to continuous improvements through its strategic planning process. (1A.4.2)

All programs and services establish goals and student learning outcomes that align with the mission, values, and goals of the college. Using data provided by the Office of Research and Institutional Effectiveness (e.g., student retention and success data), survey results (e.g., faculty/staff survey, student survey), focus group results from the Educational and Facilities Master Plan, and other sources of evidence, the college administrators, faculty, staff, and students engage in ongoing and systematic planning and evaluation to ensure that the college mission is fulfilled.
Self-Evaluation

The college meets this standard. Evergreen Valley College has effectively integrated the principles, values, and goals of its Mission Statement into its planning processes.

Planning Agenda

None.

Evidence

| 1A.4.1 | IEC and Program Review | http://www.evc.edu/discover-evc/institutional-effectiveness |
| 1A.4.2 | Employee Survey | http://evcwebs.sjeccd.edu/accreditation/self_study/survey_results.htm |

STANDARD I B

Improving Institutional Effectiveness

The institute demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refined its key processes and improve student learning.

STANDARD I B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes.

Descriptive Summary

Evergreen Valley College is committed to continuous improvement of student learning and institutional processes. There are various avenues where the campus community is able to engage in the dialogue.

Activities that have promoted dialogue:
A community dialogue was held where faculty and staff worked together in order to create student learning outcomes (SLOs). The dialogue included processes on how to effectively create and implement them.

The Staff Development Committee hosts Professional Development Day twice a year where various workshops and forums are provided in order to professionally enhance the faculty and staff.

Monthly division meetings are held in order promote discussion amongst colleagues of similar disciplines.

Activities the college has initiated that are designed to engage the college community in dialogue for the improvement of student learning and institutional processes:

The Institutional Effectiveness Committee (IEC) was formed Fall 2006 in order to ensure full alignment between the college’s mission, strategic directions, planning, quality of programs and services and Accreditation Standards and requirements.

The vice president of academic affairs and IEC co-chair presented at various meetings creating dialogue on the accreditation process and Accreditation Standards.

Improvement of the Evergreen Valley College website and marketing tools were made; standard branding guidelines were created and implemented.

Several other projects or committees also serve to enhance the dialogue about the improvement of student learning and institutional processes:

An Evidence Team of administrators, faculty, and staff were created to oversee the development and implementation of the USC Center for Urban Education (CUE) Equity Model. The CUE Equity Model is an institutional self-assessment of basic skills which allowed EVC to assess its current programs through an equity-minded lens. The resulting Equity Scorecard and Achieving the Dream initiatives focused on assessment and evaluation of data on achievement gaps and how to best address them to improve student success.

Academic Senate Meetings
Division and department meetings, retreats, barbecues, and Advisory Committee meetings
Self Evaluation

The college meets this standard. The college’s strategic planning process has encouraged members of the college community to engage in a great deal of self-reflection and agenda setting. At the division and department level, progress toward achieving Commitments to Action have been reviewed, renewed, and vigorously discussed. In addition, the SLO Subcommittee has been working hard to ensure that all programs and courses have created SLOs and developed meaningful plans for assessment and evaluation. This has involved considerable dialogue between departments about the use of data and best practices in assessment. As members of the SLO Subcommittee have gone person-to-person, department-to-department to assist various programs in developing SLOs and assessment plans, the level of self-reflective dialogue has increased. For example, several different Student Affairs programs decided to meet together regularly to collaborate and compare notes, as they develop and implement assessment plans. (1B.1.1)

The college will continue working towards sustainable continuous quality improvement in the identification and assessment of student learning outcomes. The SLO Subcommittee has developed implementation timelines to ensure that all programs and courses have SLOs and meaningful assessment plans by 2012. In addition, the SLO Subcommittee is working on draft recommendations for institutional learning outcomes.

Planning Agenda

None.

Exhibits

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<tr>
<th>1B.1.1</th>
<th>SLO Subcommittee Implementation and Progress Plans</th>
<th><a href="http://www.evc.edu/faculty-staff/committees/student-learning-outcomes-assessment">http://www.evc.edu/faculty-staff/committees/student-learning-outcomes-assessment</a></th>
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<td>1B.1.2</td>
<td>Student Survey</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/self_study/survey_results.htm">http://evcwebs.sjeccd.edu/accreditation/self_study/survey_results.htm</a></td>
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STANDARD I B.2

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

Descriptive Summary
Guided by its Mission Statement, the college developed a meaningful set of goals through the strategic planning process. (1B.2.1) These goals, known as Strategic Initiatives, provide a foundation for the work of the college. Each Strategic Initiative is broad in scope, includes a clarifying statement of vision, and is subdivided into three specific Areas of Focus as shown below:

Strategic Initiatives

Student Centered: The College provides access to quality and efficient programs and services to ensure student success. Areas of focus are:

- Access
- Curriculum and Program Development
- Student Service Offerings

Community Engagement: The College will transform its image and enhance partnerships and community, business and educational institutions. Areas of focus are:

- Visibility
- Strategic Partnerships
- College in the Community

Organizational Transformation: The College creates a trusting environment where everyone is valued and empowered. Areas of focus are:

- Community Building
- Employee Development
- Transparent Infrastructure

The full chart of these Strategic Initiatives, which is referenced in the Evidence section below, also shows that each Initiative includes Success Metrics and
Commitments to Action (CTAs) within its Areas of Focus. CTAs provide the college with a roadmap to achieving these goals, while Success Metrics are tangible guideposts that measure the college’s progress along this road to achievement. (1B.2.2)

The college community engages in strategic planning at both the institutional level and at the division/department level. Once Strategic Initiatives and institutional-level CTAs have been established or recently revised, the work “cascades” down to divisions and departments, where faculty, staff members, and administrators work collaboratively to set CTAs for their particular departments, programs, offices, labs, or similar units. In these collaborative exercises, everyone is focused on improving the effectiveness of the institution as a whole, but is asking the question, “What can we/I do to help make this happen?”

On an annual basis, the college’s divisions and departments meet to review progress on achieving the institution’s goals through these measurable CTAs, as described more fully in Standard 1B.3, below. This has resulted in the alignment of each department’s “To Do” list with the broader goals of the institution, fostering a spirit of community and collaboration. It also allows each department to share its action plan with other departments in the same division, which has resulted in some constructive feedback and enabled synergistic collaboration on certain projects. In the recent Employee Survey, 66% of respondents felt that the college has made progress toward fulfilling its current Strategic Initiatives, while only 24% disagreed with this statement. (1B.2.3)

Self-Evaluation

The college meets this standard. Evergreen Valley College has effectively integrated the principles, values, and goals of its Mission Statement into its planning processes.

Planning Agenda

None.

Exhibits

| 1B.2.1 | Mission Statement | http://evcwebs.sjeccd.edu/about/mission.htm |
| 1B.2.2 | Strategic Initiatives | http://evcwebs.sjeccd.edu/about/mission.htm |
1B.3 Employee Survey

http://evcwebs.sjeccd.edu/accreditation/self_study/survey_results.htm

STANDARD I B.3

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

Descriptive Summary

At Evergreen Valley College, progress toward achieving the stated goals is regularly assessed. The college’s Institutional Effectiveness Committee (IEC), a shared governance body, oversees the integrated nexus of the strategic planning, program review, and Educational and Facilities Master Plan processes. Through strategic planning, the college engages in an ongoing and systematic cycle of assessment and quality improvement. The institutiona goals, represented through the Mission Statement and Strategic Initiatives, include Success Metrics and Commitments to Action (CTAs) within each of the Initiatives. These serve as regular benchmarks to measure the progress made towards achieving goals at all levels of the institution. Each year, the college’s divisions and departments engage in regular planning sessions to review progress on individual CTAs, celebrate and reflect upon achievements, and set new CTAs for the coming year.

In 2008, the Institutional Effectiveness Committee (IEC) created and launched a successful program review model, providing instructional and services programs with an opportunity to conduct comprehensive self-evaluations informed by quantitative and qualitative data. The district’s Office of Research and Institutional Effectiveness (RIE) has served as a valuable partner by providing relevant data sets as well as training and support to program faculty, administrators, and committee members. In September 2009, the IEC revised its Program Review Criteria to require programs to evaluate data showing the success rates of target student groups and to elicit evidence of student learning outcomes assessment. The IEC also finalized a multi-year timeline showing scheduled reviews for each department. The college’s
evaluation of program reviews, and the data and trends they report, serve as a basis for decision-making on relevant resource allocations.

The college’s Educational and Facilities Master Plan informs our planning decisions as well. The college and its consultants currently are developing the Educational and Facilities Master Plan 2025 update. In February 2010, the IEC met with the college’s Educational and Facilities Master Plan consultants, Maas Companies, to review the planning process and schedule of planning activities. This comprehensive update of the Educational and Facilities Master Plan provides the college with a better understanding of population, enrollment, and industry trends that will help inform our decision-making or future physical space and budget needs. In addition, this evaluation will factor back into our strategic planning process, helping the college to better understand its needs as the college’s Strategic Initiatives once again are revisited and potentially revised.

Over the past two years, the college has engaged in two special initiatives to evaluate and respond to equity achievement gaps between different student groups. Both the Equity Scorecard (2008-09) and Achieving the Dream (2009-2010) have involved extensive data collection and analysis relating to retention and success rates of target student groups, particularly in the lower levels of Math classes. Based on the initial data collection and evaluation, the college identified certain achievement gaps and is currently gathering data through focus groups and other means to understand the reasons that certain groups have a lower rate of success than others. This information will be used to craft a responsive intervention aimed at improving success rates for lower-achieving groups.

Through the Equity Scorecard and Achieving the Dream initiatives, many members of the college community have realized the value and importance of assessment for improving the quality of our institution. Through the SLC Subcommittee (further discussed in Standard II), the college has committed to implementing a more centralized and systematic framework for assessment of student learning outcomes at the course, program, and institutional levels. In this ongoing, sustainable framework, the college hopes to institutionalize some of the methods it has learned through the equity initiatives and utilize the results of this evaluation to meaningfully improve our instructional and services programs.
Resource allocation decisions are guided by the college’s mission and goals, as articulated in the Mission Statement and Strategic Initiatives. The Strategic Initiatives, Program Reviews, and Educational and Facilities Master Plan, as well as quantitative and qualitative data, provide a comprehensive vision of the college at all levels. This vision frames EVC’s priorities in every way, including resource allocation. Through the shared governance process, the college uses its cycle of planning and evaluation to make evidence-based decisions on resource allocation.

**Self Evaluation**

**The college meets this standard.** As indicated in the “Themes” section of this Self Study, members of the Accreditation Steering Committee felt it was important to note that Evergreen Valley College has developed a culture of evidence. Since the arrival of a new administration in 2005, the college has placed an important emphasis on evaluation, integrated planning, resource allocation, implementation, and re-evaluation. EVC’s robust strategic planning process (since 2007) and meaningful program review process (since 2008) are two examples of this, while the SLO Subcommittee (since 2009) is on track to initiate a successful cycle of SLO assessment for all courses and programs by 2012.

Evidence and assessment have become important to the work the institution does at all levels, producing a better understanding of how it can best promote student learning and achieve institutional effectiveness. For example, the campus community has been very supportive of the Equity Scorecard and Achieving the Dream initiatives. On the whole, EVC has embraced the use of data on student enrollment, retention, and success, as well as the results of surveys and focus groups to inform its understanding of achievement gaps and how to best address them. In the 2010 Employee Survey, more than 64% of respondents agreed or strongly agreed with the statement, “Through the Equity Scorecard and Achieving the Dream initiatives, as well as through ongoing institutional efforts, the College works to identify achievement gaps and develops strategies to improve the success rates of underachieving student groups.” A 2009 Professional Development Day (PDD) workshop involving a report-out of the Equity Scorecard results for achievement gaps in math classes was extremely popular among faculty and staff members, many of whom had not realized just how much data the college now has available and how meaningful this type of evaluation can be in helping to improve student learning. As the college community revisited...
our Strategic Initiatives at the planning retreat in April 2010, members of the college community were informed by the formal results of these initiatives, by the accreditation self-study process (including student and employee surveys), and from the preliminary results of the *Educational and Facilities Master Plan*. Our planning cycle ensures continuing re-evaluation and sustainable continuous quality improvement.

**Planning Agenda**

None.

**Exhibits**

| 1B.3.1 | Program Review Calendar and Schedule | [http://www.evc.edu/discover-evc/institutional-effectiveness/program-review](http://www.evc.edu/discover-evc/institutional-effectiveness/program-review) |
| 1B.3.3 | Academic Program Reviews | [http://www.evc.edu/discover-evc/institutional-effectiveness/program-review](http://www.evc.edu/discover-evc/institutional-effectiveness/program-review) |
| 1B.3.5 | Student Services Program Reviews | [http://www.evc.edu/discover-evc/institutional-effectiveness/program-review](http://www.evc.edu/discover-evc/institutional-effectiveness/program-review) |
| 1B.3.8 | College Council Minutes | [http://www.evc.edu/faculty-staff/committees/college-council](http://www.evc.edu/faculty-staff/committees/college-council) |
| 1B.3.10 | Strategic Planning CTAs Spring 2010 | [http://evcwebs.sjeccd.edu/CTAs](http://evcwebs.sjeccd.edu/CTAs) |
| 1B.3.11 | Employee Survey | [http://evcwebs.sjeccd.edu/accreditation/self_study/survey_results.htm](http://evcwebs.sjeccd.edu/accreditation/self_study/survey_results.htm) |
STANDARD I B.4

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

Descriptive Summary

Evergreen Valley College has a broad-based, participatory planning process which builds upon the many contributions and perspectives of this diverse campus community. The college began its strategic planning process in 2006 by inviting the entire college community to participate in articulating meaningful values and goals for the institution. Members of the classified staff, faculty, administration, and student body attended the initial set of meetings and helped shape both the process and its outcomes. This work continued through 2007 and “cascaded” down to more specific action plans at the division and department levels.

Once the larger group had identified three major Strategic Initiatives in draft form, each initiative was assigned a group of co-chairs who led the continuing effort to refine these goals through the addition of appropriate Success Metrics and institutional-level Commitments to Action (CTAs). Faculty, administrators, and classified staff members all served as initiative co-chairs. For the “Community Engagement” Strategic initiative, for example, the co-chairs were Angelina Duarte (administrator), Jan Tomisaka (staff member), and R.J. Ruppenthal (faculty member).

The remainder of the campus community was introduced to this process and invited to provide feedback and participate in refining the Initiatives and crafting their success measures in a series of All College Meetings and Professional Development Day (PDD) workshops. Draft versions of these goal statements were posted on the EVC website for the college community’s review and an electronic feedback form was provided for responses that were then categorized and considered by the writing groups for each of the Initiatives. The “cascading” process then brought strategic planning to the division and department level, where members of the faculty, staff, and administration created appropriate CTAs within their own programs to help meet the college’s larger goals.
The strategic planning process has become meaningful for the college community and has resulted in many tangible improvements in institutional effectiveness, as evidenced by a few examples. The “Student Centered” Initiative and related action items prompted user-friendly improvements to several student services programs and helped raise the visibility of the Transfer Center. In fall 2009, the California Community College Chancellor’s Office announced in a five-year study that Evergreen Valley College had improved its graduation rates by more than 16%, a record increase that ranked #1 among area schools. In addition, Success Metrics and CTAs under the “Community Engagement” Initiative helped drive the creation of our Office of Outreach and Recruitment, the regular invitation of high school students and counselors to EVC Open Houses, the redesign of the catalog and promotional materials, and improved marketing to the community, all of which brought an enrollment increase. The “Organizational Transformation” Initiative resulted in more transparency in decision-making, which includes an open and participatory shared governance process. Ongoing work by the Diversity Action Council and Professional Development Day workshops on valuing diversity and improving communication have created a much more trusting environment at the college in recent years, even if recent budget constraints and workforce reductions have created some friction.

As described more fully in Standard III.D.1 below, the district and college inaugurated a more transparent and participatory budget process in 2007 that is detailed in the district’s Planning and Budgeting: a New Process handbook. During spring semester 2007, new funding requests were aligned with Strategic Initiatives. All programs were invited to submit budget requests which were expressly linked to the college’s three Strategic Initiatives: Student Centered, Community Engagement, and Organizational Transformation. The budget committee and college president held open public meetings to hear these proposals and then prioritized them. Some funding followed this work, and the process was widely praised by employees. Unfortunately budget constraints have limited the college’s ability to repeat this transparent and goal-oriented process.

In 2008 and 2009, the college continued the strategic planning process with meaningful work by divisions and departments on their own CTAs. The college was scheduled to revisit our Strategic Initiatives in spring 2009, but this effort was postponed due to emergency budget reductions which included a reduction in force and work on the Equity Scorecard initiative. In fall 2009, the
Institutional Effectiveness Committee (IEC) made the decision to utilize the October Strategic Planning retreat to revisit EVC’s Mission Statement, a revision that was completed after the entire college community had an opportunity to provide feedback followed by a vote on the language of the updated statement at PDD in January 2010. The college held an All College Strategic Planning Retreat to review the Strategic Initiatives again as a part of in PDD April 2010. Data and conclusions from the Equity Scorecard and Achieving the Dream initiatives, the results of our 2009-2010 Student and Employee Surveys, a draft report from the Educational and Facilities Master Plan consultants, and any insights gained from preparing this Accreditation Self Study provided a background of evaluation for participants to consider as the college revisits our goals. This event will begin the planning cycle anew, as the Initiatives are reconsidered for possible revision en route to new measures of success, action items, and ongoing institutional improvement.

Self Evaluation

The college meets the standard. Evergreen Valley College has a broad-based, participatory planning process which depends upon the involvement of all constituency groups. The shared governance process and role of the IEC in all planning matters has ensured transparency and engagement by all constituency groups in strategic planning, program review, SLO assessment, and Educational and Facilities Master Plan processes. Based upon the results of these processes, including the evaluation of relevant data, the college makes resource allocation decisions through its participatory shared governance process.

The 2010 Employee Survey results reflect employees’ general belief that the college is successfully meeting this standard. For example, 62% of respondents agreed or strongly agreed that “All campus constituency groups have opportunities to participate in the development of institutional plans and budgets.” The statement, “I feel I have sufficient opportunities to participate in the college’s planning decisions through involvement in shared governance committees and other processes” drew more than 65% support. Similarly, 61% of respondents agreed or strongly agreed that “I have sufficient opportunities to provide feedback on the college’s policy and planning decisions.” While these numbers are strongly supportive and indicate that EVC is solidly on the right track, a noticeable portion of employees (23% or more), disagreed with each of these statements. As discussed in Standard 1.A above, strategic planning and shared governance are still relatively new to
many employees at the college and not everyone has chosen to become involved, which may account for this measurable amount of dissent. Overall, the college strongly meets this standard with its broad-based and participatory planning and decision-making processes. As the college administration continues to honor this commitment to integrity, transparency, and evidence-based decision-making, these processes should continue to gain the trust of even more employees.

Planning Agenda

Classified staff members and members of the Associated Students are warmly invited and encouraged to participate in shared governance committees. In practice, while College Council has good representation from both these constituencies, participation is much lower on some of the other shared governance committees. The college will re-assess how it approaches classified staff and student representation on committees, examining the best methods of encouraging greater participation. In addition, the position of vice president of administrative services has been vacant this academic year due to the continuing budget crisis and its effects. Once this position is filled, the college community can expect more visible and transparent leadership on resource issues in cooperation with shared governance committees such as the College Technology, Budget, and Safety and Facilities Committees.

Exhibits

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STANDARD I B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Evergreen Valley College works together with the district’s Office of Research and Institutional Effectiveness (RIE) to systematically evaluate its programs and services. The college and district conduct evaluation using a variety of qualitative and quantitative research and assessment methods, as evidenced by the research initiatives that have been completed and produced. Research initiatives to assess the quality of programs and services provided to students and the community are developed and executed at the district and institutional level.

The campus community’s access to data has been greatly improved with the launch of the SJECCD Reporting Portal (2009). The Portal includes sections devoted to Enrollment, Research, Instruction, and Student Affairs. For example, faculty and administrators engaged in program reviews can log on and generate relevant data sets. Some of the categories of data available under the Research heading on the Portal include:

- All College Review Report
- Course Review Report
- Course Review Data Dump
- Degrees and Certificates Awarded by Department/Location
- Grade Distribution by Course
- Grade Distribution by Section
- Program Review Report
- Student Demographics Report
- Enrollment Comparison Reports
- FTES Comparison
- Section Fill Rate Report

Published institutional reports related to the quality of programs and services that are posted on the RIE website (available to the public), college website (available to the public), or Portal (internal use) include the following:

- Evergreen Valley College’s Annual Review of Student Trends
- Evergreen Valley College’s End of Term Student Enrollment Report
Evergreen Valley College’s Matriculation Plan
Employee Survey 2010
Student Survey 2010
Program Reviews
Applying the CUE Equity Model to Institutional Self-Assessment of Basic Skills
Equity Scorecard and Achieving the Dream initiatives
Student learning outcomes
RIE Reports on Success Rates for EVC’s special programs: AFFIRM, ASPIRE, and ENLACE

In terms of quality and posting of the data, this area is reviewed in two major ways:

Finding possible tools to significantly improve the current Datatel system. The annual District Technology Support and Services Report details ongoing Datatel support, as well as specific Datate improvements that have been made.

Reorganization of the district’s Office of Research and Institutional Effectiveness (RIE) in 2006-07; RIE works with the college concerning research requests. The functions of the RIE office include district-wide coordination of:

- Research studies and reporting
- District Enrollment Reports
- Strategic Planning Support
- Matriculation Support
- Computerized Prerequisite Checking
- District Curriculum and Curriculum Databases
- CSU and UC Articulation
- Student Equity Reporting Support
- Course Descriptions and Learning Outcomes for individual courses

Some of the ways that planning processes and assessment results are communicated to the college community are as follows:

The President provides regular updates on recruitment and hiring, budget forecasts, new initiatives, program information (including ongoing Program Reviews), and relevant state-wide initiatives via e-
mail, Professional Development Days (PDD), and First Thursdays—the President’s update forum. Most of the information, as relevant, is posted on the college’s website for the college community to access.

At the college’s regular Strategic Planning Retreats, where either the Mission Statement or Strategic Initiatives are being revisited, assessment results are communicated to all participants. For example, at PDD in April 2010, the college revisited its Strategic Initiatives after hearing reports of what was learned through several self-assessment processes. These included the Equity Scorecard and Achieving the Dream initiatives, the Educational and Facilities Master Plan (preliminary results), and the Accreditation Self Study process (including results of the Employee and Student Surveys). Each of these is also posted on the website and regular e-mails are sent out to notify the campus community when an important report is posted.

The Accreditation Self Study Co-chairs attended the Associated Students meeting in March 2010 to share results of the Student Survey with them. It was agreed that the Associated Students would create a special task force to liaison with the Accreditation Steering Committee to evaluate the results and discuss how best to integrate them into the Self Study as well as what actions should be taken to address the findings.

The Marketing and Community Relations Office has improved the look and functionality of the EVC website, which has helped to provide easy access to more information.

The InFlight Newsletter produced quarterly by the Marketing and Community Relations Office and delivered to the EVC community to provide news and updates on timely and important topics has been temporarily suspended due to the current budget crisis. Production of InFlight will continue in the future as funding becomes available.

Self-Evaluation

The college is on pace to meet the standard. The college has made great progress in the use of data for meaningful evaluation of improvement, and the entire college now has access to the SJECCD Data Portal. The college has conducted assessments in various formats, including feedback, to make necessary improvements. In cooperation with the district RIE, Evergreen Valley College is committed to continuously improve the ways in which it
utilizes documented assessment results and communicate matters of quality assurance to appropriate constituencies.

**Planning Agenda**

With a greater array of data and reports now available through the SJECCD Data Portal, the college will continue its efforts to use data to meaningfully evaluate performance, involve appropriate constituencies in discussions of the results, and seek ways to continuously improve the performance of the institution.

**Evidence**

| 1B.5.1 | Equity Scorecard Report | [http://evcwebs.sjeccd.edu/equity/basic_skills_equity_scorecard_report.pdf](http://evcwebs.sjeccd.edu/equity/basic_skills_equity_scorecard_report.pdf) |

**STANDARD I B.6**

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

**Descriptive Summary**

The Institutional Effectiveness Committee (IEC), which has the representation of faculty, administrators, and staff, was established in the fall of 2006 to lead the Accreditation, Program Review, and Educational Master plan for the College in concert with the Strategic Plan. Facilitated by IEC, the college’s strategic plan and its annual cascading process were established in 2007. Through this process, all members of the college community have the opportunity to engage in developing, evaluating, and revising the college’s Mission Statement and Strategic Initiatives. Once these are established, the college’s programs, divisions and departments create their annual...
Commitments to Action (CTAs) and Success Metrics, which are measures of tangible progress towards fulfilling the goals of the college. Each year, annual progress on the CTAs and Success Metrics is evaluated and discussed, while new measures are set for the coming year. Recently, October 23, 2009, the college conducted a revision of its Mission Statement through the strategic planning process, which included a college-wide retreat to revisit and revise the mission. In fall 2010, small working groups finalized the language of the proposed options for the new Mission Statement, and the entire college community voted on these options at Professional Development Day (PDD) in January 2010, which lead to approval of the new Mission Statement by constituency groups and the Board of Trustees in spring 2010.

In April 2010, the college is scheduled to revisit the Strategic Initiatives by holding an all-college retreat to discuss the preliminary results of the *Educational and Facilities Master Plan 2025*, *Accreditation Self Study* (including its Student and Employee Surveys) and the Achieving the Dream initiative, evaluating the impact of these assessments on the Strategic Initiatives. The Initiatives then will be revisited and evaluated for current relevance and possible revision in fall 2010.

The program review process is ongoing, and the categorical programs went through an extensive review process and site visit in 2008-2009.

Due to the current budget crisis, the college’s resource allocation process has been temporarily suspended; however, it will resume once the budget crisis subsides.

**Self-Evaluation**

*The college meets this standard.* The college has put a great deal of effort during the past three years to establish an effective institutional planning process. The process is data-driven and evidence-based, and is continuously being updated and improved.

**Planning Agenda**

None.

**Evidence**

<p>| 1B.6.1 | EVC web site | <a href="http://evc.edu/">http://evc.edu/</a> |</p>
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STANDARD I.B.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The college’s Institutional Effectiveness Committee (IEC), a shared governance body established in 2008, oversees the integrated nexus of the strategic planning, program review, and Educational and Facilities Master Plan processes. Through strategic planning, the college engages in an ongoing and systematic cycle of assessment and quality improvement, a process more fully described above in Standard I.B.4.

In 2008, IEC created and launched a successful Program Review Model, providing instructional and services programs with an opportunity to conduct comprehensive self-evaluations informed by quantitative and qualitative data. The district’s Office of Research and Institutional Effectiveness (RIE) has served as a valuable partner by providing relevant data sets as well as orientations and support to program faculty, administrators, and committee members. In September 2009, IEC revised its Program Review Criteria to require programs to evaluate data showing the success rates of target student groups and to elicit evidence of student learning outcome (SLO) assessment. The IEC also finalized a multi-year timeline showing scheduled program reviews for each department. The college’s evaluation of program reviews, and the data and trends they report, serve as a basis for understanding the effectiveness and needs of particular programs. In addition, program reviews serve as a basis for decisions on relevant resource allocations.

Recognizing the college needed to focus on the development of SLOs for programs, certificates, and degrees, EVC’s program review process included SLO related questions to help faculty, staff, and programs analyze and develop SLOs and its assessment process. Consequently, in fall 2009, the Student Learning Outcome (SLO) Subcommittee—consisting of faculty (instructional and non-instructional) and administrators (academic and student services)—was established as part of the All College Curriculum Committee (ACCC). The SLO Subcommittee includes members from both the ACCC and IEC, ensuring that its assessment plans coordinate with both the...
IEC’s other evaluation work and with ACCC’s focus on developing SLOs at the course level. The SLO Subcommittee has established a basic framework and work plan for SLO and assessment implementation and a review cycle for course, program, and institutional level learning outcomes. Using the ACCJC Rubric as a benchmark, the SLO Subcommittee has assessed the college’s accomplishments thus far and developed an implementation plan for 2009-2012. A plan has also been mapped out for the entire college to grasp the SLO Sub-Committee’s recommended approach along with implementation and assessment processes. The subcommittee has categorized the plan according to: a) academically oriented general education, b) career technical education, c) programs and d) institutional mission. Each area, as applicable, identified an SLO and assessment implementation plan, timeline, and framework for course, degrees, certificates, student services, and administrative services. The SLO Subcommittee meets throughout the year to move this process along and continuously report its progress to relevant shared governance entities, such as the ACCC, Academic Senate, and College Council.

Self Evaluation

**The college is on pace to meet the standard.** With the development of a systematic review process and a methodical approach to SLO development, the IEC’s program review process has proven to be quite successful. The process is assessed each year to recommend revisions to the Program Review Criteria and Program Review Timeline.

Planning Agenda

The SLO Subcommittee will continue its work of assisting college programs to develop SLOs and meaningful assessment plans. In addition, the SLC Subcommittee will produce draft recommendations for Institutional Learning Outcomes, which will be considered for approval through the shared governance process. Once the Institutional Learning Outcomes are approved, the Subcommittee will develop a meaningful assessment plan for them. The IEC will continue to evaluate the program review and strategic planning processes to ensure their ongoing effectiveness in helping to improve programs, services, and the institution itself.

Evidence

<p>| 1B.7.1 | Program Review Cycle Schedule | <a href="http://evcwebs.sjeccd.edu/IEC/Program_Review">http://evcwebs.sjeccd.edu/IEC/Program_Review</a> |</p>
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| 1B.7.6 | List of advisory committees | http://evc.edu/accreditation/2010/exhibits/1B.7/Nursing_Advisory_Board.pdf  
http://evc.edu/accreditation/2010/exhibits/1B.7/Business_Workforce_Joint_Advisory_Committee.xls |
Standard II Student Learning Programs and Services

STANDARD II A: Instructional Programs

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

STANDARD II A.1

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

Descriptive Summary

In keeping with its mission “to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens,” Evergreen Valley College faculty and staff offer courses, programs, and services which are reviewed and refined to reflect a curriculum that meets the needs of its students and their future employers in the community. Program, course, and service development is tied to the mission and goals through the strategic planning process. Five new career technology education programs were identified within this framework in the 2006-2007 year; the development and implementation process of the programs are in progress. (2A.1.a.2) In addition, through an update to the Educational and Facilities Master Plan in 2010, the college is identifying additional future program development needs in order to meet the changing demands of the service area and community in the context of the mission.

The quality of programs and services is ensured by the daily and ongoing professional work of the faculty and staff, the strong connection of industry through advisory committees, a rigorous yet responsive curriculum
development and approval process, and an integrated and meaningful program review process. (2A.1.1)

In addition to the traditional on-campus and in-person courses, the college also offers technology mediated instruction. In keeping with the college mission of ensuring a wide-spectrum of educationally rich experiences, the college’s distance education curriculum undergoes the review process conducted by the curriculum committee to ensure appropriate rigor. The process is supported by divisional and discipline expert consultation making sure that objective and content level, evaluation methods, equipment and material needs, and training and support for faculty are identified. The college is in the process of developing online student support services, so students’ educational experiences are comprehensive and promote success.

**Self-Evaluation**

**The college meets this standard.** The college has been intentional and thorough in ensuring quality programs through effective review processes. The All College Curriculum Committee (ACCC) reviews its process annually, working closely with the division faculty representatives and deans to develop quality and relevant courses, as well as updating courses that require alignment with the college mission, industry standards, and reflect current pedagogical relevance.

The Institutional Effectiveness Committee oversees a college-wide Program Review process that is systemic and integrated with the Strategic Planning process.

**Planning Agenda**

None.

**Evidence**

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STANDARD II A.1.a

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

Descriptive Summary

Evergreen Valley College has a culturally diverse student population and offers a wide variety of courses and programs to meet their needs. The college offers 31 associate degree programs and 28 certificate programs. The college serves multiple purposes in the community: transfer opportunities to baccalaureate granting institutions with or without an associate degree; two-year associate degree without transfer; career technical education certificate without transfer; discovery of and preparation for advancement of career interests or prospects; maintenance of certificate or license; retraining of skills; educational development; basic-skills improvement; completion of credits for high school diploma; and classes for those who are undecided about their goals.

Ethnically, the college enjoys rich diversity in the student population and has been designated both a Hispanic and Asian/Pacific Islander serving institution. By ethnicity, the fall 2008 enrollment reflected the four largest percentages of students identifying with the following groups: Latino/a (32%), Asian/Vietnamese (16%), other/unknown (14%) and White (12%). Women outnumber the men, accounting for 53% of the students. (2A.1.a.2) Sixty-tw percent are first generation to attend college, and 65% of the students qualify for the Board of Governors (BOG) Fee Waiver. EVC offers a wide variety of course and program offerings to meet the diverse needs of the students and community. Effective fall 2009, Evergreen offers 14 AA degrees, 17 AAS degrees, 14 certificates of achievement (12+ units) and 14 certificates of specialization (under 12 units).

To better serve the diverse needs of the student population, the college supports student success through culturally-relevant special programs. The primary purpose of these programs is to support students with their academic and educational success through culturally-relevant pedagogy, instructional
material, mentor faculty and counselors, and a community-approach to supporting their success and growth.

**AFFIRM Program - Academic Force for Inspiration, Retention and Matriculation**
The AFFIRM Program primarily serves African American students. The program’s philosophy is that the classroom experience must be rewarding to students and that they should be exposed to and/or involved in a variety of specialized learning strategies in supportive learning environments. The major focus of the AFFIRM Program is to assist students to develop positive self-images as successful college students while providing them with the opportunity to acquire a solid foundation of basic skills in a supportive environment.

**ASPIRE Program - Asian/Pacific Islander Resources for Excellence**
The ASPIRE Program is designed to enhance the academic and persona success of Asian/Pacific Islander students, utilizing the commitment and skills of faculty, staff, and mentors. The program welcomes all students who may benefit from the nurturing services that this program offers.

The ASPIRE Program offers courses which employ culture-specific course materials and learning strategies. The key support components of the ASPIRE program are tutoring, counseling, mentoring, book loan, and scholarship opportunities.

**ENLACE Program**
The Enlace Program is designed to help Latino/a students succeed. The goals of Enlace are:

- To enable Latino/a students to successfully complete the Enlace English, Math, Science, and Guidance courses.
- To increase the number of Latino/a students who graduate with an Associate of Arts or Associate of Science degree.
- To increase the number of Latino/a students who transfer to four-year colleges and universities.

Latino/a community professionals contribute to the program as mentors; serving as role models; sharing their personal academic, and career experiences; and providing guidance and motivation for the students. The
Enlace Counselor meets with Enlace students to set career goals, take appropriate courses, and prepare to graduate and/or transfer.

Three student organizations help students succeed academically, contribute to the community, and develop leadership skills: the Enlace Student Association (ESA), the Enlace Honors Society (EHS), and the Society for the Advancement of Chicanos and Native Americans in the Sciences (SACNAS).

**H.S.I. (Hispanic Serving Institution) Transfer Project**

_Evergreen Valley College to San Jose State University_  
The HSI Transfer Project is a five year program (2005-2010) funded by a Title V Federal grant administered by the Department of Education. It was awarded to Evergreen Valley College (EVC) and San Jose State University (SJSU) as a cooperative project. The intent of this project is to increase the transfer and graduation rates of Hispanic students.

The mission of the project is for EVC and SJSU to create, implement, and institutionalize a series of initiatives to increase the success rates of EVC Hispanic and other students who transfer to and graduate from SJSU.

**Project Goals**

- Increase the number of Hispanic students who enroll and succeed in Enlace classes at EVC
- Increase the number of Hispanic students who enroll at SJSU
- Increase the number of EVC Hispanic students who graduate from SJSU

**HONORS INSTITUTE**

The Honors Institute is designed to bring together students and faculty who share a demonstrated commitment to academic excellence. The Honors Institute is intended to challenge the advanced student to produce quality scholarship and to achieve intellectual development within the genera education program. The Evergreen Valley College Honors Program serves high achieving students in all majors and interests on our campus by:

- Allowing Honors credit for academic courses by way of individual class contracts negotiated with and approved by the instructor and the program coordinator.
- Awarding of yearly scholarships to active Honors students.
- Providing specialized counseling.
Providing priority registration privileges which allow active, qualified Honors students to register early. Acknowledging Honors work both on student’s transcripts and at graduation. Inviting all Honors students to participate in campus events, and to use the Honors office for homework, meetings, and other gatherings.

**OASSIS - Outreach, Advocacy and Services for Spanish Speaking Immigrant Students**

The mission of the OASSIS Program is to proactively outreach to Spanish-speaking immigrant students and provide them with the resources necessary to excel at Evergreen Valley College (EVC). The program’s focus is Spanish-speaking students in need of basic skills training and English as second language learners.

OASSIS is the outcome of a partnership between EVC and Somos Mayfair, a non-profit organization that serves families in the East San Jose Mayfair community. Somos Mayfair’s mission is to support families to be healthy and resilient; to build a vibrant community; and to contribute to the larger people’s movement for justice. EVC proactively provides specialized outreach to the families in this community, through informational sessions, classes, and workshops at their local sites. EVC staff has been assigned to the Somos Mayfair offices to be available for the community.

**Services**

- Assistance in completing the matriculation process
- Academic counseling in Spanish
- Information sessions and assessment at local sites
- Assistance in completing federal, state, and college financial aid applications
- Tutoring services
- Monitoring of academic progress
- Educational and career assessment
- Campus tours and activities
- Workshops and orientations at local sites
- Book Vouchers
Evergreen Valley College also supports the needs of our diverse socio-economic population through numerous programs designed to address these students’ varied goals.

**Accelerated Degree Program**

The Accelerated Degree Program allows working adults to get their degree at or near their place of employment. It is designed, so students can complete an Associate in Arts degree in the shortest amount of time while continuing their careers. Classes start frequently, and students do not need to wait for a semester to begin.

**CalWORKs Program**

The CalWORKs Program (California Work Opportunities and Responsibility to Kids) provides services to parents receiving TANF (Temporary Aid to Needy Families) in conjunction with the County of Santa Clara. The CalWORKs Program offers accelerated vocational training and degree programs for students. The Workforce Initiative Network (WIN) Program provides students an opportunity to obtain an education and earn a vocational certificate or degree in a variety of high demand fields. Quality instruction combined with “hands-on” work experience and service learning prepares students to successfully compete for rewarding employment. The vocational training and degree programs are linked to career ladders that provide students the opportunity to continue their educational and professional goals while employed. The WIN Program serves CalWORKs and Keys to Success students.

**Foster and Kinship Care Education Program (FKCE)**

The Foster and Kinship Care Education Program (FKCE) provides training for kinship caregivers. Kinship caregivers are those who care for and parent foster youth. In collaboration with many community based organizations, the FKCE Program ensures that kinship caregivers have the tools and training necessary to successfully parent foster youth. The FKCE Program works together with the County of Santa Clara to ensure that all licensing requirements are met.

Each of these programs is a valuable link in meeting our mission in serving our students, and this does not occur by happenstance.

The college uses a variety of data and research to determine the educational needs of the community it serves. Program development and growth is tied to community and industry needs as identified by county labor market information and employment projections by industry and occupation. The
Dean of Business and Workforce Development has utilized this data to create a *Vocational Five-Year Master Plan* and is an active participant of the California Community College Association for Occupational Education (CCAOE). (2A.1.a.8) For existing programs, the college utilizes program review and student success data to evaluate effectiveness in meeting the students’ educational needs. (2A.1.a.10, 11, 13)

The college identified its Basic Skills Initiative as a unique opportunity to use data to ensure student success. In addition to participating in the state-wide Basic Skills Initiative, the college collaborated with the University of Southern California Center for Urban Education team and engaged in the Equity Scorecard and Benchmarking Project beginning in spring 2008. The Evidence Team, which led the project, was identified and consisted of faculty, staff, and administrators.

The Equity Scorecard is an approach to disaggregating by race and ethnicity the cohort data of students who were placed in Basic Skills courses in Math, Writing, Reading, and ESL. The primary educational philosophy of this project strives for the participants to commit to equity-minded behavior and thinking as opposed to deficit-minded thinking. A member of the district Office of Research and Institutional Effectiveness (RIE) participated in the project as part of the Evidence Team to provide necessary data throughout the project. The initial project which focused on basic skills Math courses was successfully completed in summer 2009 with a comprehensive final report including specific recommendations for decreasing the gaps in student success. (2A.1.a.5) Starting fall 2009, the project shifted its focus from data analysis and benchmarking process to an actual implementation of the recommendations made in the final report. The Evidence Team continues to meet to ensure that the implementation process occurs campus-wide, and this process is ongoing.

To ensure the college’s commitment to the Basic Skills Initiative continues to be ongoing and systematic, the college made an intentional transition from the Equity Scorecard and Benchmarking Project to the Achieving the Dream project in 2008-09. (2A.1.a.6) San Jose Evergreen Community College District was selected and invited as one of the first two California community college districts to take part in the Achieving the Dream (ATD) Project. It is a national project supported by various entities—foundations, colleges and universities, and businesses—where each college/university identifies specific mechanisms
to achieve student success and decrease achievement gaps among students. This process emphasizes, as with the focus of the Equity Scorecard and Benchmarking Project, using equity mindedness when analyzing data and evidence thus creating a student-centered way to identify mechanisms that will support student success. An integrated team of faculty, students, staff, and administrators were divided into two groups: a Core Team and a Data Team where helpful ongoing training is provided. The college made a conscious decision to ensure that the ATD Project content was tied into the Accreditation Standards and cycle.

The Educational and Facilities Master Plan includes an environmental scan for the college service area. During the 2009-2010 year, the college engaged in revising its Educational and Facilities Master Plan. A one-year plan for the process was clearly delineated and communicated to the college community at the spring 2010 Professional Development Day (PDD). The Educational and Facilities Master Plan process is due for completion in September 2010. Revision of the Educational and Facilities Master Plan is timely; as the college (and entire nation) goes through a historic budget crisis, there is an urgent need to lay out a plan to serve students and their needs.

The college developed a systematic approach to implementing SLOs on the course, certificate/degree, program/services, and institutional levels through an implementation of the SLO Subcommittee. (2A.1.a.11) This committee was charged with establishing an initial framework and systemic implementation plan.

The Institutional Effectiveness Committee (IEC), in collaboration with the relevant shared governance committees, utilized the ACCJC “Rubric for Evaluating Institutional Effectiveness” to map and plan out levels of implementation for the areas of Program Review, Planning and Student Learning Outcomes, and Institutional Effectiveness aiming its completion of the implementation in 2012. (2A.1.a.13)

The IEC, utilizing data sets from the district Office of Research and Institutional Effectiveness (RIE), facilitates a systematic annual program review process for both academic programs and student services. Utilizing shared governance, the program review timeline is established and reviewed by the deans and VPs, in collaboration with the Academic Senate and the Divisions. The timeline is then finalized through IEC and approved by College Council. Five program reviews were conducted in 2008-09, with four...
progressing to board approval. The fifth review presented a completed report to IEC and College Council in October 2009. There are five program reviews for 2009.10 (three in instruction and two in student services).

**Self Evaluation**

**The college meets this standard.** Evergreen Valley College seeks to meet the educational needs of students and effectively integrates research and analysis in identifying student learning needs. The completion of the *Educational and Facilities Master Plan 2010* will give the college a comprehensive view of the college and the surrounding community. The information and suggested strategies from this report, along with longitudinal data will inform the college of student learning needs.

The college is developing assessment of student learning outcomes (SLOs), with the SLO Subcommittee developing a framework for this implementation and assessment process.

Evergreen Valley College is committed to researching and understanding student needs and interests from their perspectives (an equity-minded approach) as well as reflecting the needs and interests of the business and public sector communities. Through the college’s commitment and engagement with the ATD project, this process will be realized as an institutional priority.

**Planning Agenda**

The college will continue conducting evaluation and pursuing dialogue on equity-minded approaches to improving student success through the Achieving the Dream project.

**Evidence**

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STANDARD II A.1.b

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

Descriptive Summary

EVC faculty and staff developed a vast range of instructional modes of delivery with quality, accessibility and accountability for student services and programs as a structural and practical means for successful learning outcomes of course curriculum. Once the overall priority of the program development plan is identified within the framework of the college’s strategic planning process, each division begins discussion and planning of new program and curriculum development plans for the college’s students. The delivery system and methods of instruction offered are influenced by multiple factors such as transfer institution, student needs, employee and advisory committees, industry requirements, and survey results from the program themselves. EVC’s ACCC requires that the proposed course outline requires the instructor to describe and explain all methods of instruction and how they may reflect an understanding of students’ different learning styles. ACCC then reviews the course content – including delivery methods – and provides feedback to ensure the instruction is appropriate to the students’ learning objectives.

Evergreen Valley College offers instruction in the following modes: semester-length lecture/lab courses, short courses, independent or directed study courses (prescribed by the ACCC guidelines), off-campus courses, courses offered in a language other than English, telecourses, hybrid courses (technology and on-campus), and online instruction. Off campus offerings also include the Accelerated Degree program for Santa Clara County employees and courses for non-native speakers of English. The Accelerated Degree Program provides opportunities to county employees to further their education, so they can be promoted and/or gain the necessary skills to be on a higher pay scale. Courses for nonnative speakers of English are critical to serving our neighboring communities. Currently, the college offers English as a Second Language courses at the Mayfair Community Center in San Jose as part of the partnership with the Somos Mayfair Program. Such courses are important to the community because of the high proportion of first-generation immigrants in the Mayfair community.
Online instruction offerings are based on student requests, assessment conducted by the faculty, and overall efficiency in using physical classroom space; EVC has steadily increased the number of online course offerings in the last nine years. (2A.1.b.3) In the last four semesters, the number of offerings of telecourses has decreased 50% as a result of these courses being converted into online courses; online course offerings have increased 30%.

The college targeted key general education areas in the degree requirements in order to increase students’ opportunities and access to degrees and certificates through online and hybrid courses. There were 32 online classes offered in spring 2010. (2A.1.b.4)

Internet Hybrid Courses include:

- Biology: Human Heredity, Human Physiology
- Computer Information Technology: Visual Basic Programming, Perl Programming, Java Programming
- Environmental Science
- Mathematics: Elementary Algebra

Internet Online Courses:

- Astronomy: Introduction to Astronomy
- Business: Statistics Laboratory
- Computer Information Technology: Introduction to Computing and Information Technology, Internet Publishing, Introduction to Unix/Linux, Unix/Linux Shell Programming, Unix System Administration
- Educational Instructional Technology: Computers in Education, Women in Technology
- English: English Composition
- Family and Consumer Studies: Nutrition, Child Development
- Health Education: Dynamic Health Concepts
- History: History of the United States
- Individualized Instruction: Tutoring Training
- Library Studies: Electronic Research and the Internet
Psychology: General Psychology, Human Sexuality

Self Evaluation

The college is on pace to meet this standard. Delivery of instruction is adequately evaluated through the ACCC. The newly instituted SLO Subcommittee will enhance the evaluation of student learning.

The college is still in the process of developing good practices guidelines for online courses, in regards to assessing the authenticity of student work. (2A.1.b.2) The college is committed to making sure that resources are available to students who plan to take online courses in order to ensure their success.

A very small percentage of the college FTES is in online instruction. Of the online courses offered, the demand is typically high and the classes appropriately fill. With a stable Course Management System in place since fall 2009, along with information provided by the Educational and Facilities Master Plan online course offerings are expected to grow. (2A.1.b.5) Distance Education and the accompanying infrastructure will need to be carefully reviewed as part of the college’s strategic planning process—in particular the EVC Technology Plan which is in its current revision cycle.

Planning Agenda

The college will continue to work toward expanding its online class offerings and the support structure to enable this expansion. Since the district’s adoption of Moodle as the college’s online Course Management System, more faculty members have begun to embrace it to build online and hybrid courses. The college will continue to offer trainings on how to use Moodle to create and provide online and hybrid courses. The college will discuss improving its technological infrastructure to support faculty and staff development and implementation of more online instruction, including assessment of instructional effectiveness and online student support services.

Evidence

2A.1.b.2 Distance Learning Addendum Guidelines
Distance Learning Guidelines
2A.1.b.3 EVC Catalog 2009-2010
2A.1.b.4 EVC Class Schedule
2A.1.b.5 Educational and Facilities Master Plan 2025

STANDARD II A.1.c

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

Descriptive Summary

Since the 2007 Midterm Report, the college steadily focused on increasing the number of courses that included SLOs and appropriate assessment methods. Each division dean was given a list of courses that needed review for SLO and assessment implementation. Deans and faculty reviewed, analyzed, and made decisions on their course outline revision plan for the year in accordance with the All College Curriculum Committee (ACCC) meetings. This process continues until SLOs and their assessment are implemented by 2012.

With the establishment of the Institutional Effectiveness Committee (IEC) in fall 2006, the college began developing a systemic mechanism to approach SLO development in general. Being aware that the college needed to focus on developing SLOs for programs, certificates, and degrees, EVC’s program review process ensured inclusion of SLO-related questions to help faculty, staff, and programs analyze and develop SLOs and an appropriate assessment process.

In fall 2009, the SLO Subcommittee, consisting of faculty (instructional and non-instructional) and administrators (academic and student services) was
established as part of the ACCC. The primary role of the SLO Subcommittee is to set up the basic framework and systemic work plan for the SLO and assessment implementation and review cycle at the course, program, certificate, and degree levels. The SLO Subcommittee used the ACCJC Rubric as its benchmark to assess its accomplishments thus far, and developed an implementation plan up to the 2011-12 academic year. The committee mapped out a plan for the entire college to grasp its recommended approach to the implementation and assessment process. The committee categorized areas of the college into: a) academically oriented General Education, b) Career Technical Education (CTE), c) Programs, and d) Institutional Mission. Each area, as applicable, identified an SLO and assessment implementation plan, timeline, and framework for course, degrees, certificates, student services, and administrative services. The SLO Subcommittee met regularly throughout the year to move this process along while providing progress reports to relevant shared governance entities, such as the ACCC, Academic Senate, and College Council. A solid plan and framework was developed in spring 2010 for these areas and the college community started to engage the process.

At the college level, the 2007 Midterm Accreditation Report stated that 546 of 768 courses have SLOs. The 2008-2009 Accreditation Annual Report to the Accrediting Commission for Community and Junior Colleges (ACCJC) includes the following statistics:

- 65% of courses have SLOs
- 82% of programs have SLOs
- 65% of courses have on-going assessment
- 82% of programs have on-going assessment
- 60% of student and learning support activities have SLOs identified
- 40% of learning support activities have on-going assessment

The 2008-2009 Accreditation Annual Report also indicates that institution-level SLOs have been developed.

The Evergreen Valley College Catalog 2009-2010 contains a definition and statement regarding student learning outcomes on page 150: “Learning can take place in many different ways, not just by taking a class and being tested. Student Learning Outcomes (SLOs) are measurable and produce data used to assess what is learned by students within a given class, program, or service.
All courses, services, and programs are using SLOs to help evaluate, and if needed modify, how learning and services are delivered to best meet student needs.” (2A.1.c.2)

One way to assess student achievement is to review student success data by discipline. In 2009 the college deans met with Vice President Hay of Academic Affairs and President Coon to review data which was provided by the district Office of Research and Institutional Effectiveness. The deans carried this data to their respective faculty considering areas for improvement so as to decrease achievement gaps and increase success rates, as well as planning for possible enhancement and development of new programs and services to impact teaching. This data was also used to construct interview questions during the hiring process for new faculty. (2A.1.c.3)

Self Evaluation

The college is on pace to meet this standard. The college is on track with the development of Student Learning Outcomes and their assessment.

The college is engaged in developing SLOs for courses, programs, certificates, and degrees through a newly implemented systemic mechanism identified by the SLO Subcommittee. The concept and inception of the SLO Subcommittee was supported by the ACCC, Academic Senate, and College Council. There is a plan to conduct an ongoing survey that will seek feedback from the college community regarding the SLO Subcommittee’s philosophy and process, as well as how well faculty and staff are engaged in the SLO and assessment development process. The SLO Subcommittee provided regular updates or its progress to the relevant shared governance committees, divisions, and college community. Such transparent communications solicits helpful feedback and input from all levels of the college community which assisted the SLO Subcommittee to improve on their process.

Some members of the SLO Subcommittee members have participated in SLO and assessment-related workshops, retreats, and trainings offered by ACCJC and other external organizations. There is a plan to conduct college-wide workshops that will introduce faculty and staff SLO development and assessment forms, processes, and assessment cycles.

The Institutional Effectiveness Committee (IEC) will continue to work with the SLO Subcommittee, ACCC, and Academic Senate to ensure that the SLO and assessment development plan is integrated into our program review process.
The course curriculum form used to propose new courses or present revisions and updates to courses contains a section in which SLOs are stated. The ACCC and Curriculum Technical Committee meet regularly throughout the academic year to review course content and relevance to the stated SLOs and assessment.

The current college catalog contains a statement as to what a student learning outcome is and their use in academic and student service areas.

An updated list of programs, degrees, and certificates has been generated and will be reviewed by the SLO Subcommittee.

Two members of the SLO Subcommittee (RJ Ruppenthal and Shelley Blackman) attended the WASC Level II Assessment Retreat in San Jose on October 22-24, 2009. Detailed summary notes were presented by Shelley Blackman at the October 30 meeting of the SLC Subcommittee.

**Planning Agenda**

The college will continue on its present course to develop SLOs and meaningful assessment plans for all degrees, certificates, programs, courses, as well as at the institutional level, by 2012, as set forth in the SLO Subcommittee’s Progress Plans. The SLO Subcommittee will provide campus-wide trainings and continue to offer support assistance to faculty, staff members, and employees to continue encouraging them to develop SLOs and meaningful assessment plans.

**Evidence**

| 2A.1.c.3 | Sample Interview Questions: Math Instructor (position #10110) | [http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.1.c/Sample_Interview_Questions.pdf](http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.1.c/Sample_Interview_Questions.pdf) |
STANDARD II A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

STANDARD II A.2.a

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

Descriptive Summary

The college utilizes multiple established procedures to design and develop courses, SLOs and their assessments, as well as approval, administration, delivery, and evaluation of courses and programs. The college maximizes existing shared governance structure to promote collaboration and teamwork between the faculty and the All College Curriculum Committee (ACCC), which consists of representatives from every division, the campus articulation officer, instructional technologist (faculty), and the vice president of academic affairs (VPAA).

The curriculum review and approval process occurs in identifiable stages and is faculty driven. Faculty with subject matter expertise develop curriculum and work with ACCC division representatives and division deans to prepare the materials for the Curriculum Technical Committee’s initial review. Faculty are cognizant of the overall institutional mission, the focus of the strategic planning for that academic year, and division/departmental Commitments to
Action while developing and revising courses. The division dean, along with the curriculum specialist, provides technical and other necessary resources for faculty during their process of developing courses. The Curriculum Technical Committee, consisting of the curriculum chair, curriculum specialist, articulation specialist, articulation officer, supervisor of academic services, catalog and schedule technician, and VPAA, meet weekly with faculty and deans who are proposing course revisions or new courses prior to the ACCC meeting. This initial review process primarily provides faculty with helpful technical and administrative support, as well as a final review process that help prepare for a smooth approval process at the ACCC. Faculty developing the curriculum then present it to the ACCC where questions are addressed and meaningful and student-centered discussion occur, followed by the approval of the curriculum by vote. (While a systemic and effective process for course and program development, revision, and approval exist at the college, there is room for improvement to move towards an online process During 2008-2009, the ACCC moved to a paperless approval process. To maintain this momentum, the college and the ACCC are in the process of identifying the most suitable online tool in collaboration with the California State Chancellor’s office. The VPAA is closely in tune with the overall movement on this issue within the State Chancellor’s office and other community colleges, providing updates to relevant shared governance constituencies for discussion and consultation. All new course outlines and course revisions utilize the same electronic curriculum approval form, which is updated regularly to reflect changes in California’s Title 5 requirements, changes within a discipline, or changes in procedures and practices.

Course revision takes place on a regular cycle. Division deans regularly notify faculty of courses that are up for revision or need to be considered for deactivation. The college, in collaboration with San Jose City College and the district office, reviews and revises course outlines on an annual basis to ensure new SLO related information and other newly revised/implemented Title 5 changes are reflected on the form itself. The ACCC chairs, vice presidents of academic affairs, articulation officers, and curriculum specialists from both colleges are responsible for this process. To streamline the implementation process, a basic template was developed by the SLO Subcommittee which also includes a proposed SLO assessment cycle for each certificate, degree, program, service area, as well as the institution.
The ACCC facilitates faculty involvement in SLO development not only for course outlines, but also for inclusion in course syllabi. The committee is composed of a faculty representative from each division plus an at-large faculty representative. The committee chair is an experienced faculty member with expertise in curricular matters. The Academic Senate recruits and approves the curriculum committee chair. Administrators and representatives from student service areas also sit as voting members of the ACCC.

In addition, each semester faculty forward copies of course syllabi for each course taught to the division office to insure all courses continue to meet established criteria and include course SLOs. The campus portal provides faculty and staff access to a folder that identifies the learning outcomes for each course with SLOs. Faculty and staff have access to this folder via the SJECCD Intranet.

The program review process is the primary way of evaluating programs and courses, as well as ensuring that the SLO and assessment process are clearly identified within the review. The Institutional Effectiveness Committee (IEC) who oversees accreditation, program review, and strategic planning developed clearly identified criteria and timeline, as well as a program review schedule for both Academic and Student Affairs in fall 2009. The college has taken the time to close the gap that existed in the former district-driven instructional process prior to 2005 and independently developed a college-specific, college-driven program review process starting with the inception of the IEC in fall 2006.

Each year, in concert with the college’s strategic planning focus, five programs each for Academic Affairs and Student Affairs have been identified for review (2A.2.a.5) Programs are on a six year review cycle with the exception of Career Technical Programs and Nursing which are required to complete full reviews every two years and yearly respectively. IEC, in collaboration with the district’s Office of Research and Institutional Effectiveness (RIE), provides a program review orientation for all faculty and staff along with their area deans. The orientation covers review of the criteria, data access (and tools) information, and process and timeline for the completion of the review. Each program under review is assigned to IEC members as their liaison and a resource should they have questions or need assistance. In this process, once the document is complete, it is submitted to IEC and ACCC for a review and
feedback, and then each program under review finalizes the document reflecting feedback they received. IEC follows up with programs that did not provide enough information in the program review process and communicates with them specifically about additional information needed and a new deadline for resubmission. The final document is presented to the College Council and to the president for his review.

The college’s program review process was delayed slightly due to a delay in the implementation of new technology tools at the district level that were critical for accessing data sets and information required in the college’s program review. The District’s Information Technology Support Services (ITSS) along with RIE have incrementally made improvements in the last couple of years. As of spring 2010, the district finally has provided all college employees with access to the new SJCCCD Data Portal, which contains all relevant data sets needed to complete program reviews and a meaningful evaluation of student success.

**Self Evaluation**

**The college meets this standard.** Inclusion of SLOs for all new courses and course revisions is well-established at Evergreen Valley College. The program review process was revised within the past two years. The component currently under construction is the assessment piece. As described in this and previous sections, progress is being made in that direction with the SLO Subcommittee.

Faculty at the college are involved at all stages of course and program design, approval, delivery and evaluation. The college uses program review as a means to systematically evaluate and support strategic program planning, with faculty being central to this process. By analyzing data and assessing general observations, faculty discover gaps in curriculum, equipment, staffing, and resources which are reported during program review and then reviewed by the relevant shared governance entities.

**Planning Agenda**

None.

**Evidence**

| 2A.2.a.1 | Approved Course Outlines | Link available on site: `\Do_data_whse\R&P\Curriculum` |

188  STANDARD II A.2.a | Evergreen Valley College
2A.2.a.2 Latest set of EVC degrees and certificates

2A.2.a.3 Program SLOs for degrees and certificates
http://evcwebs.sjeccd.edu/about/slo.htm

2A.2.a.4 ACCC Agendas
http://evcwebs.sjeccd.edu/committees/ACCC

2A.2.a.5 SLO Subcommittee Meeting minutes

2A.2.a.6 Program Review timeline, criteria, orientation
http://evcwebs.sjeccd.edu/IEC/calendar.htm

STANDARD II A.2.b

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

Descriptive Summary

Faculty are responsible for maintaining the integrity of each program, certificate, degree, including updating all course outlines and developing student learning outcomes (SLO’s) and assessment plans to reflect student competency. Through the framework that was established by the SLO Subcommittee, faculty started to actively monitor the progress of students in meeting course and program objectives. (2A.2.b.1) Because faculty now have access to high quality and quantity of data sets involving student success, it will be much easier for programs to identify and track patterns, trends, successes, and areas of needed improvement in student learning.

Career Technical Education (CTE) programs at EVC have advisory committees under the leadership of area deans. (2A.2.b.2) These advisory committees meet on a regular basis with faculty and discuss ways to support programs through industry and career related data, internships, donation of equipment, development of resources, guest lecturing, and bridging the college’s programs to business, industry and health-care providers. The Business and
Workforce Development Division instituted a new approach to re-energizing and reconnecting the advisory committees starting in 2007-2008. All advisory committees under the Business and Workforce Development Division are invited twice a year to the college to receive an overall college update—including student demographics, interests, educational goals, and the college’s strategic goals. (2A.2.b.3) Each advisory committee then engages in a breakout session with the faculty in their area to discuss department and discipline specific matters such as new curriculum development, internship opportunities, and grant writing opportunities.

The college identified five new CTE programs for development in 2007-08 based on industry needs, economic projections, job growth capacity, and student and community interest. The advisory committees were critical in the college’s decision to develop programs in Certified Nursing Assistant (CNA), Legal Interpreting and Translation, Bio-Medical Equipment Technician, Dietetic Technician, and Homeland Security/Emergency Management Preparedness. EVC successfully launched the CNA program, welcoming the first cohort of students in spring 2010. The Certificate Program for Legal Interpreting and Translation is scheduled to start in fall 2011.

The Nursing Division meets with their advisory committee annually. The Nursing Advisory Board consists of regional hospital educators, community nurse leaders, local nursing program directors, and the nursing faculty. This group has been involved in review of the new curriculum, implemented in 2007, as well as review of program development (CNA program). The EVC Nursing program is accredited by the California Board of Registered Nursing (BRN) and the National League for Nursing Accrediting Commission (NLNAC). Through accreditation standards and regulations, these entities ensure that the nursing program allows communities of interest to have input in program processes and decision-making. The accrediting bodies also require annual program review. (2A.2.b.4) Therefore, the nursing program dean and faculty meet annually to review the program and recommend modifications for future semesters. Included in this process are student surveys, student success data, employer surveys, faculty content expert reviews and nursing student board pass rates (NCLEX). (2A.2.b.5)
Self Evaluation

The college meets this standard. Identifying competency levels and student learning outcomes for courses, certificates, vocational and degree programs is a faculty driven process.

As appropriate, advisory panels involving faculty, administration and outside agencies are involved in the process of setting competencies and learning objectives. In some cases outside accreditation agencies are also critical to this process (e.g., nursing).

The college, in collaboration with the District’s ITSS and RIE, identified necessary sets of data for use in program review. The data included tracking student progress using focus groups, job attainment rates, and state certification pass rates.

Planning Agenda

None.

Evidence

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STANDARD II A.2.c

*High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Descriptive Summary

The college has a mandatory process of ensuring high-quality instruction across the board as outlined in the district’s contract with the American Federation of Teachers (AFT). Faculty evaluations including tenure-review, full-time faculty, and adjunct faculty are conducted according to the SJECCCD Faculty Contract. Evaluation materials include peer observations, a portfolio review, student surveys, self-evaluation, and goals.

At the departmental level, programs and departments engage in multiple methods of evaluation. The criteria used for program review is in alignment with the institutional standard of high-quality instruction and appropriate breadth, depth, rigor sequencing, and time to completion. In addition, some programs such as Nursing and Allied Health, Automotive Technology, Paralegal Studies, and Retail Management have advisory committees consisting of hospitals, community and county members, business, and school members who advise the programs on guidelines set down by state and/or national standards. Departments with a strong CTE focus use surveys from community members and stakeholders as well as state and national standards.

The college ensures breadth and depth of instruction at the degree and certificate level by offering coursework in a wide range of knowledge and skills including languages, humanities, computation and critical thinking. In addition, the college offers a wide range of courses that serve to enhance multiculturalism: foreign languages, ethnic studies, women’s studies, world music, theater, and a wide range of literature offerings that reflect the diverse population of our student body. On a departmental level, ensuring breadth and depth of instruction is done in myriad ways. For example, the English department leads a holistic grading system for final exams for English, some ESL and Reading courses. Both full-time and adjunct faculty participate in this norming process using a grading rubric that was developed by the faculty based on appropriate breadth, depth and rigor of each course level. Advisory committees, the program-review process, adherence to state and/or national standards, and approval of curriculum according to transfer agreements and
California State University (CSU) and University of California (UC) systems requirements all help to determine adequate breadth and depth of instruction.

Rigor is a critical part of evaluating students and creating courses at Evergreen Valley College. By writing sequences in courses, a student-centered faculty ensure rigor in the evaluation of the students. Through the newly re-engineered program review, each division faculty and dean are in the process of reviewing curriculum recency where all course outlines are updated on a regular basis with SLO and assessment plan and cycle n place. The collegiality of departments determines recommendations and prerequisites prior to their presentation to the All College Curriculum Committee. Assessment testing plays a critical role, as the rigor of the course is inevitably tied to an accreter placement and articulation system. As part of the EVC’s effort to decrease success gaps in Basic Skills courses and to increase overall Student Success, Equity Scorecard and Benchmarking Project and Achieving the Dream Initiative both focused on improving the overall assessment process. Starting in 2009 -2010 year, both the Evidence Team of the Equity Scorecard and Benchmarking Project and the Data and Core teams of the Achieving the Dream started to take the lead on this ongoing project.

Course sequencing is determined by faculty and their knowledge of what skills a student needs to have prior to taking each course in the department. Most departments have created their programs in close articulation with the CSU and UC requirements for transferability. Career Technical Education (CTE) uses state and industry standards to inform their sequencing and pathways to certification along with feedback from their advisory committees. Some courses require prerequisites of a skill set best obtained through specific prior coursework. Courses are offered to provide students the opportunity to complete the associate degree in two years with attention to sequencing. To ensure student-centered schedule development, the division deans, under the direction of the vice president of academic affairs, develop a CSU/UC general education matrix, as well as Basic Skills matrix. Such matrixes inform the type of courses needed for completion of certificate, degree, or achieving to credit-bearing course level, day and time courses need to be offered, and effective room usage. In consultation with area faculty, deans ensure that effective enrollment management practice is exercised per the contract. This practice is especially critical during this time of historical budget crisis. In case where classes could not be available for students to finalize degree
requirements, the dean works with the faculty in the department to identify substitutions or offer directed-study options in order for students to satisfy degree requirements. (2A.2.c.2)

Regarding synthesis of learning, there is a general consensus on campus that the current focus on the implementation of student learning outcome and assessment process will help refine the process of assuring synthesis of learning, and that the processes at present were being affected by the development of such outcomes.

Self Evaluation

The college meets this standard. On a broad level, the college provides sufficient capability to evaluate quality of instruction, breadth and depth of coursework, appropriate rigor, sequencing and time to completion, and synthesis of learning.

Quality of instruction is supported by the currency of the tools used in the classroom, and the college is making commitment and progress into the integration of technology into the classroom. All classrooms that are within the newly built/renovated buildings, as well as within the future projects are smart classrooms which provide faculty and students more flexibility and an innovative venue to meet the needs of diverse learning. The college is exploring a systemic and data-driven approach to identifying further technology needs to ensure student success. Consistent with the equity-minded value of the college, the Campus Technology Committee, instructional technologist, along with the Academic Senate will take the lead on the discussion making sure that there will be mechanisms that will include students' voices, experiences, and realities. (2A.2.c.4)

Evergreen Valley College ranked #1 out of 24 Bay Area community colleges for improved graduation rates, according to results of a study released by the state Chancellor’s Office in November 2009. (2A.2.c.5) The five-year study showed that EVC had improved its graduation rate by 16.2%. This increase far exceeded those at other colleges in the region, many of whom actually experienced decreases during this period.

Planning Agenda

Assure all new adjunct faculty and tenure review evaluations are conducted in a regular and consistent manner.
Improve the evaluation process for full-time faculty and Seniority Rehire Preference (SRP) status faculty.

Evidence

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<th>2A.2.c.1</th>
<th>EVC Catalog 2009-2010</th>
<th><a href="http://evcwebs.sjeccd.edu/catalog/index.htm">http://evcwebs.sjeccd.edu/catalog/index.htm</a></th>
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<td>Agendas or memberships from matriculation and technology committees</td>
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STANDARD II A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The college addresses the diverse needs and learning styles of its students by providing a variety of delivery modes, teaching methodologies and supports services that address the learning needs of its students. Instruction is offered in semester-length lecture/lab courses, short courses, directed study courses, off-campus courses, service-learning courses, courses offered in a language other than English, telecourses, hybrid courses (technology-mediated and on-campus), and online instruction.

The teaching methodologies are selected by faculty based on the appropriateness of course content and the diversity of student learning styles (visual, aural, and kinesthetic). Instruction is offered across the curriculum to address these three basic modalities.
Teaching methods employed by instructors at the college include demonstrations, experiments, field trips, guest speakers, hands-on learning, internet enhancement, lectures and group discussions, project-based learning, thematic-approach learning, tutors, portfolios, practicum/internships, research, service learning, student participation, student reports, projects, and presentations, web research, collaborative learning, real-world experience, and problem-based learning. The list expands. The All College Curriculum Committee’s (ACCC) new course outline form requires faculty to identify the teaching methodologies that will be used in a course and how these will be incorporated. This process allows the ACCC to review identified delivery methods and provides feedback to ensure the instruction is appropriate to the students’ learning objectives. Teaching effectiveness is evaluated in the peer observation including appropriate methods of instruction and recommendations for improvement are made.

Special programs such as ENLACE, AFFIRM (Academic Force for Inspiration, Retention, and Matriculation), and ASPIRE (Asian/Pacific Islander Resource for Excellence Program) who meet the needs of culturally-specific students utilize instructional pedagogy that are culturally-response, as well as culturally-relevant models. (2A.2.d.1)

In addition to clinical instruction, which takes place in the hospitals and on-campus skills labs, the nursing program utilizes many different learning modalities including the use of computer-operated simulation and facilitated debrief. In 2008/2009, the Nursing program began a collaboration with the Workforce Institute to utilize the state of the art simulation lab (CIMS) housed at San Jose City College. Three of the full-time Nursing faculty underwent simulation training and developed realistic scenarios through computer-operated simulation. Students are presented with real-life scenarios and a mannequin that responds to the students interventions. These are taped, which allows the faculty to debrief with students regarding the situation that occurs. The majority of the learning occurs during the debrief where students can see what occurred and reflect on his or her own feelings and responses to the situation. In order to understand the student perspective of the learning that occurs through simulation, during the 2009-10 academic year, the faculty implemented an evaluation tool for the students to complete at the end of the simulated experience. The results of the survey will be included in the Nursing Program Review. (2A.2.d.2)
The college also collaborates with the Santa Clara County with the Accelerated Degree Program in Business Administration. While this program is not only for current county employees, it assists them with the obtainment of an Associate of Arts Degree in a shorter period of time while they are working. Courses are offered usually in the evening after work hours and courses are set up in eight-week increments per semester.

The Disabilities Support Program (DSP) offers supported education services to students with various disabilities. Students are provided with the opportunity to experience a safe beginning or re-entry to college through attendance in specially designed courses on college orientation. In accordance with federal legislation (section 504 and 508 of the Federal Rehabilitation Act of 1973 and the American with Disabilities Act of 1990) and Title 5 of the State of California Education Code, the college provides reasonable academic adjustments to students with verified disabilities in order to create an educational environment where they have equal access to instruction. A variety of services are available to ensure equal access including academic and vocational counseling, interpreting or captioning services, mobility assistance, provision of print materials in alternate formats, tutorial assistance, and individual adaptive assistance as needed.

Specialized courses offered through the DSP include classes for students with learning disabilities, speech/language impairments, visual limitations, hearing impairments, and mobility limitations. Specific courses in adaptive physical education (APE), assistive computer technology, and learning strategies are offered to accommodate students with various needs.

Tutoring in the Learning Resource Center, the Student Support Services (FasTrack) program, Workforce Initiative Network (WIN) program that include CalWORKs, Foster and Kinship Care Education Program, Youth Empowerment! Strategies for Success (YESS) Program, and Keys to Success serve to address the diverse needs and learning styles of their students.

Self Evaluation

The college meets this standard. The many programs and services the college offers attests to the commitment EVC has in meeting the diverse needs and learning styles of its students, providing a variety of delivery modes, teaching methodologies and pedagogies, as well as support services that address the learning needs of all students. The ACCC monitors and
evaluates appropriateness of teaching methods employed in the classroom. Faculty and student evaluations evaluate the effectiveness of these methods as well. The integration of student learning outcomes assessment cycle will also enhance the evaluation of teaching methodologies and delivery modes. As described in Standard 2A.1.b above, the college is continuing to focus on expanding online and hybrid course offerings and providing the proper technology and services to support this expansion.

Planning Agenda
None.

Evidence

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<th>EVC Special Academic Programs Student Success Rates</th>
<th>Link available on site: <a href="http://dointranet.sjeccd.org/RIE/riehome.html#Special">http://dointranet.sjeccd.org/RIE/riehome.html#Special</a></th>
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STANDARD II A.2.e

_The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans._

Descriptive Summary

The college evaluates the effectiveness of its academic and student services programs and courses through program review led by the Institutional Effectiveness Committee (IEC), a joint responsibility of the All College Curriculum Committee and College Council, the primary shared-governance body of the college. (2A.2.e.3)

IEC oversees Program Review, Accreditation, and Strategic Planning and has established a systematic approach to program evaluation. The IEC clearly identified a _Program Review Schedule_ for Academic and Student Services programs as well as established criteria that reflect the college’s mission, equity-minded approach to program reflection, and strategic planning.
Four of five program evaluations were completed in 2008-09, with the fifth completed in fall 2009. Five additional program reviews are to be conducted during 2009-10, including three in instruction and two in student services. (2A.2.e.2) The program review criteria utilized by all areas undergoing review includes components of relevance, appropriateness, achievement of learning outcomes, currency and future plans. (2A.2.e.1)

The college collaborates with the district office of Research and Institutional Effectiveness (RIE) to collect relevant student data for program review. The SJECCD Data Portal provides appropriate data and reports which can be accessed by the area dean, the faculty members completing the program review, and the members of the IEC. The portal’s improved access to this information facilitates equity-minded, data-driven program reviews. Since 2007, RIE has published an annual student trends report for the college. The 2008-09 report provides disaggregated student success data for the college as well as by division. (2A.2.e.6) This report is accessible online and shared with the college community through program review, college forums (i.e Professional Development Days), shared governance committees, and division meetings.

The college emphasizes a data-driven, equity-minded approach to course/program review leading to recommendations addressing achievement gaps and successful course progression. This process is facilitated by the Equity Scorecard and Benchmarking Project and Achieving the Dream initiatives, which are providing the dialogue and framework for an equity-minded review studying student success and reviewing achievement gaps in Basic Skills courses. The process will serve as a template to be replicated for other courses/programs on campus. (2A.2.e.7)

In addition to program review, Career Technology Education (CTE) courses have additional standards for curriculum review. Active advisory committees with respective industry partners are utilized. This close collaboration with respective industries assists programs to keep abreast of competency changes, and ensure that programs and course offerings reflect current industry technology and procedures for an educated and trained workforce. At these meetings, industry representatives review the curriculum anc materials to identify areas that need to be changed or updated to maintain currency in the field and provide quality instruction. Students are certified either through program completion or by outside agency licensing.
Since fall 2009, the college instituted the SLO Subcommittee under the auspice of Academic Senate. The college has made steady improvement on implementing SLO on the course level; however, the effort needed to be expanded to include certificate, degree, program and services level including assessment plan and cycle. The SLO Subcommittee was founded to achieve such goals in a systemic manner on campus. In spring 2010, a draft of the SLC implementation and assessment plan template was established that reflects the college’s mission, goals and strategic imitative of each group. In addition, the SLO Subcommittee produced an implementation plan that includes an execution timeline that was drafted based on the ACCJC Planning to 2012 and began its SLO and assessment development plan with respective programs and services campus-wide. (2A.2.e.8)

The ACCC chair, vice president of academic affairs, and curriculum specialist conduct an annual review of the course outline. This initial review and proposed revision reflects any changes that may have occurred in Title 5, and/or other changes by the state chancellor’s office. The college included SLOs in the course outline in 2003. During 2009-10 academic year, the college included the assessment method in the course outline. All course outlines are to be updated with SLOs and assessment methods by fall 2012.

**Self Evaluation**

**The college is on pace to meet this standard.** Utilizing an equity-minded approach, Evergreen Valley College is committed to encouraging the success of its students by offering a systematic review of programs and courses.

**Planning Agenda**

As described in the Planning Agenda section of Standard II A.1.c above, the college will continue on its present course to develop SLOs and meaningful assessment plans for all degrees, certificates, programs, courses, as well as at the institutional level, by 2012, as set forth in the SLO Subcommittee’s Progress Plans. The SLO Subcommittee will provide campus-wide trainings and continue to offer support assistance to faculty, staff members, and employees to encourage the development of SLOs and meaningful assessment plans.

**Evidence**

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### 2A.2.e.3 IEC Minutes regarding program evaluation


### 2A.2.e.4 Program Review Feedback Form

http://evcwebs.sjeccd.edu/iec/review_form.asp

### 2A.2.e.5 SLOs for GE


### 2A.2.e.6 Student Trends Report 2008-09

Link available on site: http://www.sjeccd.edu/district-services/institutional-effectiveness-and-student-success

### 2A.2.e.7 Equity Scorecard Report

http://evcwebs.sjeccd.edu/equity/basic_skills_equity_scorecard_report.pdf

### 2A.2.e.8 ACCJC Planning to 2012 presentation


### STANDARD II A.2.f

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

### Descriptive Summary

The college engages in ongoing, systematic evaluation and integrated planning for courses, certificates, and programs through multiple venues, Program Reviews, and the SLO Subcommittee’s implementation of assessment plans.

The Institutional Effectiveness Committee (IEC) which oversees Program Review, Accreditation, and Strategic Planning ensures that the program reviews for academic and student services programs occur on an annual basis. This process was clearly delineated in 2007-2008 when the IEC was instituted as part of the college’s shared governance committee structure. Historically and prior to the current administration’s arrival in 2005, the institution’s ongoing, systematic evaluation was managed by the district’s Education Services office. The college successfully developed a college-relevant and appropriate systematic evaluation process as noted as one of the
recommendations made in the last Accreditation Self-Study in 2004. In addition and in conjunction with the program review, the college instituted a SLO Subcommittee under the auspices of the Academic Senate in fall 2009. This committee developed an institutional plan to develop, implement, and assess SLOs on the course, certificate, degree, program, and service level. The Career Technical Education (CTE) programs conduct program reviews every two years with the exception of Nursing, which conducts an annual program review. The college is in the process of developing criteria for the CTE courses for their two-year program review schedule.

The information obtained from the formal process of program review is utilized in continuous program evaluation; division, administrative, and HR allocation; college budget and strategic planning; and to determine funding priorities to assist with enrollment planning and management for courses and programs.

IEC also oversees the college’s strategic planning process. This is an integrated planning process that identifies the college’s Strategic Initiatives on a regular basis which “cascades” down to multiple levels of the institution: institutional-level, division-level, department, program, services, and individual level of Commitments to Action (CTAs). The college started its first strategic planning process in 2006 and developed the initial Strategic Initiatives and CTAs plan in 2007. In spring 2010, the review and revision of the College’s mission was completed. In April 2010, the college community revisited its Strategic initiatives, incorporating the findings of the Accreditation Self-Study process, Achieving the Dream initiative, and the Educational and Facilities Master Plan.

The district’s Office of Research and Institutional Effectiveness provides initial data sets necessary to conduct program review for the college. Through the district-wide Student Success and Enrollment Management group, the SJECDD Data Portal was developed and implemented for the campus community to better access necessary data for program review and other initiatives. As of spring 2010, all college employees have access to the portal, which contains significant data and reports that help enable meaningful, evidence-based program reviews.
Self Evaluation

The college meets this standard. The college effectively engages in ongoing, systematic evaluation and integrated planning of its programs and services and strives to improve outcomes.

Planning Agenda

None.

Evidence

| 2A.2.f.2 | Minutes from shared governance meetings including discussions of program evaluation or college strategic planning | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.2.f/Program_Evaluation.pdf  
| 2A.2.f.3 | Minutes from division meetings with these discussions | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.2.f/Division_Meeting  
| 2A.2.f.4 | Minutes from vocational advisory board meetings | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.2.f/Nursing_Advisor  
| 2A.2.f.5 | Sample student and employee satisfaction surveys in nursing | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.2.f/Nursing_Surveys  
| 2A.2.f.6 | IEC mapping of ACCJC Rubric for Evaluating Institutional Effectiveness | http://evcwebs.sjeccd.edu/about/slo.htm  

STANDARD II A.2.g

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

Descriptive Summary

The English department requires all students enrolled in English 330, 104, 1A, 1B and ESL 302, 91 to take the required final exam. In addition to the English exam, students enrolled in English 102 (College Reading) are also required to take the final exam. (2A.2.g.1) A means of disseminating final exam information is through the course catalog description, class schedule, and
division/department meetings. The effectiveness of a departmental exam coincides to the department’s learning outcome, which claims that a student is able to write a coherent impromptu essay that is appropriate for the course level that a student is enrolled. For English 102, the department exam focuses on students’ ability to critically understand the main idea of a passage in developing an insightful response. Students have opportunities to take mock exams during the semester in order to prepare them for the final department exam. In order to minimize test biases, faculty members evaluate exams holistically through a norming process. (2A.2.g.2.4)

While the department requires this final exam, each course has other means of measuring a student’s writing ability. Based on the EVC Catalog 2009-2010, “English 330 is devoted to developing competence in writing...short compositions by means of a study of grammar and practice writing” (page 105). With an emphasis on analytical reading, English 104 “focuses on the writing of short composition” (page 104). In these two developmental courses, students further craft their writing skills for both the department exam and course work by attending three hours of lab in the Writing Center. Finally, English 1A emphasizes on “expository writing *in which...Students are required to produce a series of academic essays including a documentec research paper” (page 101). The college will continue to offer Professiona Development Day (PDD) workshops to highlight the rationale and effectiveness of department exams and the Writing Center as a means of demonstrating how students improve their writing skills.

Self Evaluation

The college meets this standard. The effectiveness of the Writing Center and departmental exam is continually dialogued with the campus and feedback results in continual improvements.

Planning Agenda

None.

Evidence

| 2A.2.g.1 | Samples of English/ESL and Reading exams | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.2.g/English_Fin |
| 2A.2.g.2 | English/ESL and Reading grading rubrics | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.2.g/English_Fin |
STANDARD II A.2.h

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

Descriptive Summary

The ACCC has adopted a course outline that requires the inclusion of student learning outcomes and its assessment methods with revision and the development of new curriculum, as well as all programs undergoing program review. (2A.2.h.1) All course outlines are to be updated with student learning outcomes and assessment by 2012. Under the leadership of the SLO Subcommittee, this process is clearly identified. (2A.2.h.2)

The college’s catalog outlines to students the grading system in use, qualifications for honors, academic standards, the policy on prerequisites, and the procedure and source for appeal and question of these policies. (2A.2.h.4)

The awarding of credit is based upon the student’s successful demonstration of achievement of the course’s stated learning outcomes. Evergreen Valley College courses are required to have a syllabus that outlines the course content and grading policy as they are stated in the course outline of record. In addition, as part of the college’s Basic Skills Initiative project, the Evidence Team of the Equity Scorecard and Benchmarking project developed a sample syllabus that incorporates an equity-minded approach to contributing to student success. Campus-wide equity-minded syllabus discussion occurred by division in the 2009.10 academic year. (2A.2.h.3) The college ensures that units of credit awarded are consistent with its policies through institutional review by the ACCC, Office of Academic Services and the Office of the Vice President of Academic Affairs. The college follows accepted practice in defining the units of credit per the California Code of Regulations- Title 5. This

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| 2A.2.g.3 | Holistic rationale | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.2.g/FINAL_EXA
| 2A.2.g.4 | Norming procedure | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.2.g/Norming_P
code is consistent with what is commonly referred to as the Carnegie Unit standard, which is recognized by the Accrediting Commission for Community and Junior Colleges – Western Association of Schools and Colleges.

The 2008-09 ACCJC Annual Report form also noted that institutional-level SLOs are in the development process. Once completed, the SLOs will go through the shared governance process for approval. The expected completion timeline is fall 2010.

Self Evaluation

The college meets this standard. The college effectively monitors whether satisfactory completion of Evergreen Valley College coursework satisfies other colleges as transferable. Student learning outcomes will be identified for all courses by 2012.

Planning Agenda
None.

Evidence

<table>
<thead>
<tr>
<th>2A.2.h.1</th>
<th>ACCC course outlines with SLOs</th>
<th>Link available on site: \Do_data_whse\R&amp;P\Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A.2.h.3</td>
<td>Division binders with ACCC outlines, including SLOs</td>
<td>Hard copy available on site.</td>
</tr>
<tr>
<td>2A.2.h.4</td>
<td>EVC College Catalog 2009-2010, Chapter 6</td>
<td><a href="http://evcwebs.sjeccd.edu/catalog/chapter6.pdf">http://evcwebs.sjeccd.edu/catalog/chapter6.pdf</a></td>
</tr>
</tbody>
</table>

STANDARD II A.2.i

The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.
Descriptive Summary

The college assures that degrees and certificates are awarded based on the students meeting student learning outcomes for applicable coursework. All courses required for completion of a degree or certificate contributes to the mastery of the program’s goals. Additionally, the SLO Subcommittee is in the process of developing and implementing degree-level SLOs which will also aim to reach the 2012 completion target. The institutional-level SLOs are being developed in draft form by the SLO Subcommittee, which will introduce them for consideration and adoption through the share governance process. Meaningful assessment plans are being developed for all levels of learning outcomes.

Self Evaluation

The college is on pace to meet this standard. The college is successfully awarding degrees and certificates based on student achievement of student learning outcomes of courses within the program. The college is on course to achieve development and implementation of the program-level SLO’s by 2012 with clearly identified plans in place.

Planning Agenda

Completion of the SLO development and implementation per the SLO Subcommittee’s Progress Plans by 2012.

Evidence

<table>
<thead>
<tr>
<th>2A.2.i.1</th>
<th>SLOs for new degrees/certificates or programs</th>
<th><a href="http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment">http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment</a></th>
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<tr>
<td>2A.2.i.2</td>
<td>SLO Success Evaluation tool</td>
<td><a href="http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment">http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment</a></td>
</tr>
<tr>
<td>2A.2.i.3</td>
<td>Program Review Criteria</td>
<td><a href="http://www.evc.edu/discover-evc/institutional-effectiveness/program-review">http://www.evc.edu/discover-evc/institutional-effectiveness/program-review</a></td>
</tr>
<tr>
<td></td>
<td>Completed Program Reviews</td>
<td><a href="http://www.evc.edu/discover-evc/institutional-effectiveness/program-review">http://www.evc.edu/discover-evc/institutional-effectiveness/program-review</a></td>
</tr>
<tr>
<td>2A.2.i.4</td>
<td>ACCC program approval form</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.1.a/Program_Approval_form.pdf">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.1.a/Program_Approval_form.pdf</a></td>
</tr>
<tr>
<td>2A.2.i.5</td>
<td>2008-09 Nursing Program Review summary</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.2.f/Nursing_Surveys_and_Summary.pdf">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.2.f/Nursing_Surveys_and_Summary.pdf</a></td>
</tr>
</tbody>
</table>
STANDARD II A.3

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

Standard II A.3.a

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Standard II A.3.b.

A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Standard II A.3.c

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

Descriptive Summary

Student learning outcomes for general education (GE) courses are accessible through the SJECCD Intranet and reposited in the Data Warehouse. (2A.3.4) Seventeen areas have been identified and SLOs had been written for each area.
### Aesthetics
- Interpersonal Skills
- Civic Responsibility
- Oral Communication
- Civility
- including Speaking and
- Computer Literacy
- Listening
- Critical Analysis/Logical
- Political Involvement
- Thinking
- Scientific and Quantitative
- Cultural Diversity Ethical
- Reasoning
- Principles Historical
- Social Responsibility
- Sensitivity Information
- Teamwork
- Competency Integrated
- Written Communication
- Organism

The general education requirements for Associate in Science (AS) and Associate in Arts (AA) degrees are accompanied by a statement of philosophy regarding the value of general education in creating educational breadth. This statement is included in the description of an associate degree as well as in the General Education Requirements for Associate in Science and Associate in Arts within Chapter 3 of the *EVC Catalog*. (2A.3.2)

#### Self Evaluation

**The college meets this standard.** A statement of philosophy regarding the GE requirement is included in the *EVC Catalog 2009-2010* for the associate in arts and associate in science degrees. (2A.3.2)

#### Planning Agenda

None.

#### Evidence

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>2A.3.3</td>
<td>Nursing Program Philosophy Statement</td>
<td><a href="http://evcwebs.sjeccd.edu/catalog/chapter4.pdf">http://evcwebs.sjeccd.edu/catalog/chapter4.pdf</a></td>
</tr>
</tbody>
</table>
STANDARD II A.4

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

Descriptive Summary

Evergreen Valley College offers both Associate of Arts and Associate of Science degrees. Each program leads to a degree and includes one area of focused study. To be awarded an Associate Degree, all students must complete a minimum of 60 units of instruction with a 2.0 grade point average in all units attempted. Additionally students will complete a minimum of 18 semester units in the major. The major may be in a specialized field or in general studies with a particular emphasis.

Self Evaluation

The college meets this standard.

Planning Agenda

None.

Evidence

<table>
<thead>
<tr>
<th>2A.4.1</th>
<th>EVC Catalog 2009-2010, page 17</th>
<th><a href="http://www.evc.edu/academics/college-catalog">http://www.evc.edu/academics/college-catalog</a></th>
</tr>
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<tr>
<td>2A.4.2</td>
<td>EVC Degrees and Certificates</td>
<td><a href="http://www.evc.edu/academics/degrees-certificates">http://www.evc.edu/academics/degrees-certificates</a></td>
</tr>
</tbody>
</table>

STANDARD II A.5

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

Descriptive Summary

Each vocational program follows the prescribed standards of instruction and course content required by the appropriate certification/licensing board and/or accrediting agency. The affiliated advisory committees play an important role in ensuring these standards are met. Further, as the following
examples show, the curriculum is structured to prepare students for licensure or certification testing in their chosen field.

EVC students who complete either a Paralegal Studies degree (A.A. and A.S. are both offered) or the vocational Paralegal Studies Certificate are able to title themselves as a “paralegal” or “legal assistant” under California’s paralegal certification law (Business and Professions Code Section 6450). (2A.5.4) This is the basic standard for employment purposes, since attorneys can be professionally liable for hiring “paralegal” or “legal assistants” who do not meet these qualifications. The advisory committee regularly reviews and endorses the curriculum, making suggestions for ongoing revision. For entry-level paralegal employment, there is no separate licensing examination apart from these educational standards. In addition, any student completing one of these programs of study at EVC is eligible for registration in any California county as a Legal Document Assistant (formerly known as “Independent Paralegal”) under California Business and Professions Code Section 6402 (2A.5.5) Legal Document Assistants may provide certain limited services to clients directly. Separately, the new Legal Translation and Interpretation Program is under development and created as a direct response to industry demand.

Evergreen’s nursing program is accredited by the California Board of Registered Nursing (BRN) and the National League for Nursing Accrediting Commission (NLNAC). EVC students who complete the Associate of Science degree in Nursing are eligible to take the National Council Licensure Examination for Registered Nursing. The current pass rate for Evergreener graduates is 89%. (2A.5.1, 2, 7)

Competencies for smog certification are delineated by the California Department of Consumer Affairs Bureau of Automotive Repair (BAR). The BAR lists Evergreen Valley College as smog certified training school for Advanced, Alternative, Basic, and Update training. (2A.5.8)

In order for students to meet the education requirements of a licensed smog check technician, one must have passed an Advanced Clean Air Car course within the past 24 months. This course must be conducted by a certificed instructor of which Evergreen Valley College has a certified Instructor. The BAR also requires that licensed smog check technicians (Basic and/or Advanced) may be required to take an update training course, as new automotive technology or program issues emerge that may affect emissions.
testing, diagnosis, or repair. This course shall be taught by a BAR certified Basic and Advanced Instructor. (2A.5.3)

These examples indicate the college’s commitments to preparing career and technical students for real world employment. In addition, other vocational programs such as accounting, automotive technology, surveying and geomatics, and business information systems, hold regular advisory committee meetings and help prepare graduates for specific employment standards. In this way, the college’s vocational programs help to fulfill the mission by empowering and preparing students for success in college and beyond.

Self Evaluation

The college meets this standard. Teaching faculty in vocational and occupational programs work with advisory committees or accreditation agencies to establish standards that meet employment and other applicable competencies or that satisfy requirements for external licensure or certification.

Planning Agenda
None.

Evidence

| 2A.5.1 | CA Board of Registered Nursing pass rates | http://www.rn.ca.gov/schools/passrates.shtml |
| 2A.5.2 | EVC Website/Nursing | http://evcwebs.sjeccd.edu/nah/ |
| 2A.5.3 | Evergreen Valley College, Paralegal Studies Degrees and Certificate Major Sheet | http://evcwebs.sjeccd.edu/degrees/08-09/paralegal.pdf |
| 2A.5.4 | California Business and Professions Code Section 6450 (c)(2) | http://leginfo.ca.gov/cgi-bin/displaycode?section=bpc&group=06001-07000&file=6450-6456 |
| 2A.5.5 | California Business and Professions Code Section 6402.1 (c) | http://leginfo.ca.gov/cgi-bin/calawquery?codesection=bpc&codebody=6402&hits=20 |
| 2A.5.7 | Nursing Advisory Board Meeting Minutes | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.2.b/Nursing_Advisory_Board.pdf |
STANDARD II A.6

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

Descriptive Summary

The course outline form and course approval process at EVC includes consideration of recommended preparation and appropriate prerequisite or co-requisite course(s) to enhance successful course completion. The program approval form used by the college identifies all courses, both GE and those in the area of emphasis, included in the program. Recommended preparation, prerequisites, and co-requisites are included in the program approval form (2A.6.2).

Recommended preparation, course prerequisites, or course co-requisites are printed with the course descriptions in the EVC Catalog and each semester’s Class Schedule both of which are available on the EVC website. (2A.6.6) Individual programs or departments may also develop information sheets or brochures describing their degree and certificate programs. These brochures include the same program information as seen in the college catalog. (2A.6.3)

Counselor resources used to advise students include the EVC Catalog to help students develop an educational plan for their course of study at the college. (2A.6.4) Online resources such as the ASSIST website and individual college catalogs are used to help students identify the appropriate courses to take for transfer to a baccalaureate granting college or university. (2A.6.5)

Every faculty member prepares a syllabus for each course taught. Although new faculty members are given general guidelines regarding the types of information that should be included, each instructor is free to structure their syllabi as they desire. As a result, some faculty give very detailed information
about their courses and expectations while others provide more generalized information. In recognition of this variability, the Equity Scorecard Evidence Team developed a model syllabus that includes the course SLOs. They have shared this model syllabus with faculty at their respective division meetings in an effort to ensure students begin a class with a clear idea of what to expect (2A.6.1) The goal is to enhance student success by clarifying instructor expectations and student responsibilities.

Other resources that provide information about the college and its courses, programs, certificates, and services are distributed by the Transfer Center and the Office of Outreach and Recruitment.

Self Evaluation

The college is on pace to meet this standard.

Planning Agenda

Incorporate SLOs from the approved course outlines in every course syllabus

Evidence

<table>
<thead>
<tr>
<th>2A.6.1</th>
<th>Course syllabi in division offices</th>
<th>Hard copy available on site.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A.6.2</td>
<td>Program approval form</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.1.a/Program_Approval_form.pdf">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.1.a/Program_Approval_form.pdf</a></td>
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<td><a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.1.a/Program_Approval_form.pdf">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.1.a/Program_Approval_form.pdf</a></td>
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<tr>
<td>2A.6.3</td>
<td>Program brochures, handouts, including outreach materials and college website</td>
<td><a href="http://evcwebs.sjeccd.edu/outreach/">http://evcwebs.sjeccd.edu/outreach/</a></td>
</tr>
<tr>
<td>2A.6.4</td>
<td>Resource documents used by counselors when advising students</td>
<td>Hard copy available on site.</td>
</tr>
<tr>
<td>2A.6.5</td>
<td>Links to online resources such as ASSIST</td>
<td><a href="http://www.assist.org/web-assist/welcome.html">http://www.assist.org/web-assist/welcome.html</a> <a href="http://www.californiacolleges.edu">www.californiacolleges.edu</a></td>
</tr>
</tbody>
</table>
STANDARD II A.6.a

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where the patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The print and online versions of the college catalog describe the required courses for its degree and certificate programs. Individual departments and programs may also have their own flyers and brochures describing program requirements.

EVC currently holds general education reciprocity agreements with nine other community colleges to accept the general education of these colleges “as completed.” The process for obtaining a Certification of Completion EVC’s general education is described in the college catalog. The participating institutions include:

- Evergreen Valley College
- Las Positas College
- Chabot College
- Mission College
- De Anza College
- Ohlone College
- Foothill College
- San José City College
- Gavilan College
- West Valley College

The Teaching and Learning Center and articulation counselor provided training for transfer advising in spring 2008 to transmit essential updates or changes that could impact students and their transfer plans.

The California State University (CSU) general education program currently allows for 39 of the required minimum of 48 units to be taken in lower division at the community college. Courses offered at EVC that may be used to fulfill CSU general education requirements are identified on page 22 of the 2009-10 college catalog. Articulation agreements exist between EVC and colleges of the CSU system.
The Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses that community college students can use to satisfy lower division general education requirements for any California State University (CSU) or University of California (UC) campus. These courses provide an option to the CSU general education requirements and replace the UC transfer core curriculum. The courses must be completed with a minimum grade of “C” and certified in order to be accepted by the CSU or UC systems. Courses offered at EVC that may be used to fulfill IGETC requirements are identified on page 24 of the EVC Catalog 2009-2010. Articulation agreements exist between EVC and the UC campuses.

Self Evaluation

The college meets this standard. Articulation agreements with CSU and UC campuses are in place and regularly assessed for renewal. General education reciprocity agreements with nine neighboring community colleges are in place.

Planning Agenda
None.

Evidence

| 2A.6.a.1 | Counselor or dean criteria for accepting transfer credit | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.6.a/transcript_eval.pdf
http://evcwebs.sjeccd.edu/accreditation/ |
| 2A.6.a.2 | EVC Catalog 2009-2010 | http://evcwebs.sjeccd.edu/catalog/index |
| 2A.6.a.3 | Transfer Advising Training document | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2A.2.i/Committee_Member_Hdbk |
| 2A.6.a.4 | Link to ASSIST website | http://www.assist.org/web-assist/welcome.html
www.californiacolleges.edu |

STANDARD IIA.6.b

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
Descriptive Summary

Students at the college are given the opportunity to successfully complete any program that is being eliminated or significantly changed. The college has not eliminated any academic programs in recent years, but students are protected in such a situation by both a district policy and a college practice. When programs undergo any changes in requirements, the same protections also apply.

San Jose Evergreen Community College District Board Policy 4251.1 provides all students with Catalog Rights and reads as follows: “Whatever requirements and procedures are in effect when a student first registers will prevail until the student has completed his/her course of studies unless that student has had a break in attendance.” This is a broad promise with no time restriction. (2A.6.c.1)

In addition, the college has a practice of setting a reasonable time period for the teach-out of any program being eliminated. From the time this decision is made until the end of the teach-out, faculty in the instructional program will work closely with the administration, curriculum committee, counselors, and student support services staff to ensure that students receive clear and accurate information as well as appropriate advising and support services. If the remaining enrollment in these programs is less than adequate to support regular class sizes, then the college can offer 098-numbered Directed Study courses as needed to enable students to complete the requirements. All students, even those who have breaks in attendance, are given a reasonable opportunity to complete such programs with a minimum of disruption.

Self Evaluation

The college meets this standard. The college assures students have the time and means to complete course requirements when a program is modified or cancelled.

Planning Agenda

None.

Evidence

| 2A.6.c.1 | SJECCD Board Policies, Chapter 4 | http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx |
STANDARD II A.6.c

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

Descriptive Summary

The college communicates with students about the college, its mission, and the programs and services available to them through a variety of methods (2A.6.b.1, 3, 8) These methods include:

- College catalog
- Program-specific brochures
- College website
- Public forums

The college communicates with the campus community about news and issues of interest to its employees through a variety of methods. (2A.6.b.5, 6) These methods include:

- E-mail
- Quarterly newsletter In Flight
- Division or department meetings
- Committee meetings
- Public forums

The college communicates with the public about the college, its mission, and news and issues of interest to the community served by the college. (2A.6.b.4, 6, 8) These methods of communication include:

- College website
- Quarterly newsletter
- Press releases
- Public/community forums

A full-time webmaster for the college was hired in mid-2007 to assist in developing websites for individual faculty members and college offices.
The Marketing and Community Relations Office developed a branding strategy and a process for getting the Evergreen Valley College brand on its publications and other materials. (2A.6.b.2)

Flyers
Posters
Brochures
Banners
Invitations
Postcards
Letterhead
Miscellaneous items such as T-shirts

The college currently is without a director of marketing; the district office currently oversees press releases and public information requests, while other marketing-related work is handled by the Office of Outreach and Recruitment, the webmaster, and the President’s Office. (2A.6.b.1)

**Self Evaluation**

**The college meets this standard.** Through its catalog, website, and other materials, the college represents itself clearly, accurately, and consistently to the students and community. The catalog is reviewed annually for any needed revisions, as described below in Standard II B.2, and the website and other materials are updated regularly to ensure that the mission, programs, and services are described and explained appropriately.

**Planning Agenda**
None.

**Evidence**

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<tr>
<th>2A.6.b.1</th>
<th>Outreach website</th>
<th><a href="http://evcwebs.sjeccd.edu/outreach/">http://evcwebs.sjeccd.edu/outreach/</a></th>
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<td>EVC Marketing Style Guide</td>
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<td>Campus Announcements</td>
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<td>EVC In Flight</td>
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STANDARD II A.7

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

Descriptive Summary
In fulfilling its mission while reflecting the district core values of equity, opportunity, and social justice, EVC values academic freedom while stressing the responsibilities that come along with that freedom. Board Policy 4030 specifically addresses academic freedom including the rights and responsibilities for instructors and students. (2A.7.5) The Nondiscrimination Policy (BP 3410) provides an educational and employment environment with full, equal access to any program or activity within the district; zero tolerance policy, definitions and complaint procedures are clearly delineated. (2A.7.6) These policies are clearly stated in the SJECCD Board Policies, EVC Catalog, and Class Schedule. (2A.7.3.4)

While there is no board policy in place concerning student academic honesty, the college realizes the importance of addressing this important issue. The campus policy on Academic Integrity is clearly defined and includes institutional views on academic honesty along with examples and consequences. Academic honesty is also addressed in course syllabi as outlined in the syllabus template developed by the Equity Scorecard Evidence Team. (2A.7.2)

Self Evaluation
The college meets this standard. Policies concerning academic freedom, responsibilities and academic honesty are written and available in the EVC Class Schedule, EVC Catalog, and course syllabi. These policies are reflective
of the EVC Mission Statement also found in the publications listed and on the college website along with the values of the district available on the district website. (2A.7.1) District board policies and the Faculty Association (FA) collective bargaining agreement include academic freedom rights and responsibilities and are published and available on the respective websites.

Planning Agenda
None.

Evidence

| 2A.7.1  | SJECCD Values Statement | http://www.sjeccd.edu/aboutus/values/Pages/Values.aspx |
| 2A.7.4  | EVC Catalog 2009-2010 | http://evcwebs.sjeccd.edu/catalog/index.html |
| 2A.7.5  | AFT 6157 Website: Article 4.6, 23 | http://www.fa-aft6157.org/contract/FA_AFT_6157.pdf |
| 2A.7.6  | Nondiscrimination Policy | http://www.sjeccd.edu/aboutus/board/Documents/Chapter%203%20BP%203410%20Nondiscrimination.pdf |

STANDARD II A.7.a

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

Descriptive Summary

Faculty adheres to course content material that has been approved by the ACCC. Each course is outlined in great detail and dictates the content material and framework faculty is assigned to teach.

In return, as outlined in the college catalog, faculty has academic freedom on classroom material which is deemed appropriate under the framework of the approved course curriculum for classroom instruction. (2A.7.a.1) In collaboration with ACCC and Academic Senate, the Faculty Association Collective Bargaining Agreement specifies the need for objectiveness in the
instructor’s self responsibility and course material, in which the instructor must refrain from demonstrating his/her individual interest.

**Self Evaluation**

**The college meets this standard.** As a result of the collaboration of the mentioned groups’ efforts and publication of posted approved curriculum, college catalog, and collective bargaining agreement, faculty present views, data and information in an unbiased and professional manner. Should a question arise pertaining to an instructor’s individual conviction in regards to course material and instruction, policy and procedures are outlined in the Faculty Association Bargaining Contract under Article 23. (2A.7.a.2)

**Planning Agenda**

None.

**Evidence**

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<th>2A.7.a.1</th>
<th>EVC Catalog</th>
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**STANDARD II A.7.b**

_The institution establishes and publishes clear expectations concerning student academic honesty and the consequences of dishonesty._

**Descriptive Summary**

The primary focus of the college’s mission is student learning and to “empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.” The college expects its students to adhere to academic standards, which includes academic honesty. Potential students who are considering EVC as their place for education are introduced to academic honesty and integrity. The Admissions page on the EVC website refers to the college catalog and student schedule, in which each publication establishes the policy and its consequences. (2A.7.b.1.2) Furthermore, once students enroll in courses at EVC, each instructor inserts a phrase of the policy on course syllabi, as suggested for inclusion by each college division. (2A.7.b.3)
Self Evaluation

The college meets this standard. Throughout the matriculation and course enrollment process, student's academic honesty expectations are explained and reinforced.

Planning Agenda
None.

Evidence

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<tr>
<th>2A.7.b.1</th>
<th>EVC Catalog : p 165</th>
<th><a href="http://evcwebs.sjeccd.edu/catalog/chapter">http://evcwebs.sjeccd.edu/catalog/chapter</a></th>
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<td>EVC Class Schedule: p 146</td>
<td><a href="http://evcwebs.sjeccd.edu/schedule/2010/">http://evcwebs.sjeccd.edu/schedule/2010/</a></td>
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</table>

STANDARD II A.7.c

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

Descriptive Summary

Presently, HR does not have a single definition of code of conduct for classified, faculty, nor administration. In the meantime, HR is currently using employment policies: California State Employees Association (CSA) for classified, American Federation of Teachers (FA) contracts for faculty, and Management/Classified Supervisors/Confidential policies for administrators. Although most of the contract tells employees and administrators how to conduct the employee/teacher relationship, there are a few chapters that relate to “conduct” in the context of employee benefits, rights, and protection. For example, the CSEA contract can incorporate “conduct” in Article 4 Non-Discrimination, Article 10 Employee Safety, Article 18 Grievance Procedures, and Article 19 Disciplinary Actions. The FA contract can incorporate “conduct” in Article 3 Complaint/Grievance Procedure, Article 23 Community Complaints/Discipline/Rare and Compelling Circumstances, and Article 26 Non-Discrimination. For MSC Policies, Policy 1902 Disciplinary
Procedures—Classified Managers/Classified Supervisors/Confidential Employees can be incorporated with description on conduct. (2A.7.c.4) For students, code of conduct is described in the course catalog section of “Standards of Student Conduct” as well as the Class Schedule Spring 2010 under “Behavioral Standards and Consequences.” All of these materials are published to the appropriate constituency groups. (2A.7.c.1.2)

Self Evaluation

The college meets this standard. HR is currently reviewing and updating codes of conduct for classified, faculty, and administration. Once policies are revised, they will be posted online and included in relevant printed materials.

Planning Agenda

None.

Evidence

| 2A.7.c.3 | Syllabus Template from Equity Scorecard Report, Appendix A, p 43-47 | http://evcwebs.sjeccd.edu/equity/basic_skills_equity_scorecard_report.pdf |

STANDARD II A.8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

Evergreen Valley College does not offer curricula in foreign locations.
STANDARD II B  Student Support Services

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

Descriptive Summary

In keeping with the district values of “equity, opportunity, and social justice,” EVC is an open access institution with students from over 70 countries. (2B.1) The college uses multiple measures to identify and address the needs of its student body and the surrounding community. Student demographic, success, and retention data, community data projection from the Educational and Facilities Master Plan 2006, along with data from program reviews informed the strategic planning process and the changes the college has steadily made since the last self study. Upon completion of the Educational and Facilities Master Plan 2025, the data and recommendations of this report along with crucial matriculation data will assist in determining which programs and services—including admission procedure and policies—will best benefit EVC’s students now and in the future. (2B.2) This is a continual process for the college; since the previous master plan and Midterm Accreditation Report, the college has made several positive changes.

The EVC Class Schedule confirms the commitment to achieving the mission of the college. (2B.3) The Welcome Statement and all basic step-by-step guides to admission, financial aid, and registration are available in English, Spanish, and Vietnamese. Strides have been made in student services areas to have bilingual employees to assist prospective and existing students with information in their native languages and to offer evening hours for those students who cannot attend during the day. In addition many of the outreach and student services materials are available in multiple languages. In addition to these areas, there is discussion to include multiple language admission applications in the future.
Although the current budget crisis has made outreach a challenge, the college continues its work in this area. The Outreach and Recruitment Office continues to visit feeder high schools with the help of Student Ambassadors (a diverse student group who can relate their experience at EVC). Additionally, the college works in partnership with Somos Mayfair through the Outreach and Advocacy for Spanish Speaking Immigrant Students (OASSIS) program to help this underserved community and AB540 students seeking education beyond high school. The Extended Opportunity Program and Services reaches out to students who face educational and or financial challenges to attending college; many of these students are the first in their families to attend college. Once the students are here, there are numerous programs and services to assist them along the matriculation path as outlined in the following sections.

At EVC, the focus is always on the students and supporting their success. Through the shared government and strategic planning processes and institutional strategic initiatives, there is continuing research, dialog, assessment, and improvement of the programs and services the college provides to its students—both current and future.

Self Evaluation

The college meets this standard. The college continually recruits, serves, and supports a diverse student population. Through the Equity Scorecard and Achieving the Dream initiatives, which use student success and retention data to identify and address achievement gaps among students, the college strives to discuss and develop strategies to support student success. Through the program review cycle, which is informed by program specific data, student services and programs—including access—are analyzed and changes made to meet the shifting needs of the students and community the college serves. The shared governance committees are an important component to the ongoing assessment and improvement within the college. Broad representation on these committees allows for important dialog and collaborative work in developing strategies to better serve students, which in turn is communicated to the campus at large through First Thursday forums, Professional Development Day presentations and workshops, division/department meetings, email and informal conversations.

Planning Agenda

None.
Evidence

<table>
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<tr>
<th>2B.1</th>
<th>Student data earlier in report</th>
<th>Student Demographics</th>
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**STANDARD II B.1**

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

**Descriptive Summary**

EVC provides high quality student support services for students on campus and through our partnerships with the community. The college’s mission and goals frame priorities in the student services area, while staff works hard to assure that students from all backgrounds are empowered to succeed in college and beyond. The commitment to equity, opportunity, and social justice is reflected both in the design of programs and in the commitment to putting students first. Program reviews, surveys, and assessment of learning outcomes are some of the ways to ensure both a high level of quality and a continuing cycle of improvement.

The equitable vision set forth in the college’s mission statement serves as a foundation for our student services support programs. Though the AFFIRM, ASPIRE, and ENLACE programs, it is assured that students from historically
disadvantaged groups are welcomed and provided with the programs and services necessary to succeed in college. EVC’s Extended Opportunity Program and Services (EOP&S) provides tools such as counseling, financial aid, textbook grants and vouchers, counseling services, and transfer guidance to low-income students, many of whom would not otherwise have the means to attend college and pursue their dreams. The Disabilities Support Program (DSP) extends access and opportunity to students with disabilities, providing important assistance with classes, facilities, and services. EVC’s Student Support Services (FasTrack) is a federally-funded program providing services for students who are first generation, low-income, former foster youth and/or have a physical or learning disability. These are just some examples which highlight the college’s commitment to providing all students with a path to success.

EVC’s student services programs measure and assure quality by conducting regular surveys, program reviews, and learning outcomes assessment. In cooperation with the SLO Subcommittee, student services programs including Student Support Services (FasTrack), EOP&S, CalWORKS, Financial Aid, and DSP are working to improve assessment mechanisms in order to ensure the ongoing fulfillment of learning outcomes. By 2012, along with the rest of the campus, all student services programs are on track to have implemented meaningful SLO assessment plans. The 2010 Student Survey indicates that students are overwhelmingly satisfied with the quality of student support services on the campus, though more work always remains to be done in terms of ongoing improvement. All Student Affairs programs complete regular program reviews using the criteria and timelines developed by the Institutional Effectiveness Committee.

**Self Evaluation**

**The college is on pace to meet this standard.**

The college has worked to expand its outreach efforts and to evaluate the effectiveness of services offered to students through surveys, data collection, and data analysis. Evergreen Valley College has developed a community partnership with Somos Mayfair to enhance our service to this low-income community of some 20,000 mostly first-generation immigrants. In addition, the college has enhanced its collaboration with San Jose State University (SJSU) through our Title V – grant partnership which aims to increase transfer and retention rates for Hispanic students transferring from EVC to SJSU.
(2B.1.4) The college has also worked to improve its collaboration with California Student Opportunity and Access Program (CalSOAP) and the University of California at Santa Cruz to increase student transfers to the UC system.

Creation of the shared governance Matriculation and Student Success Committee (MSSC) has increased the effectiveness and coordination of the matriculation process and in turn student support services. The committee membership includes administrators, faculty and staff from student services (including counseling and categorical programs); and academic, learning resource, and enrollment services divisions. This group is committed to ensuring student success at all levels of matriculation—admissions, orientation, assessment, counseling and guidance, student follow-up; along with institutional needs: coordination and training, research and evaluation, course advisories, and Title 5 requirements. In keeping with this charge, the dean of counseling and matriculation with the support of the MSSC worked to ease the initial matriculation process for incoming students. In 2009, the college held its first Day at the Green event, which was geared towards incoming student and their parents from local high schools. Counseling and Student Services have worked to develop a one-stop registration process where students are enrolled, assessed, oriented, counseled and registered into classes within a few hours on a single day. The MSSC is also highly involved with the Achieving the Dream initiative to develop strategies and tools to address achievement gaps among students.

Planning Agenda

Student support services programs at Evergreen Valley College will continue to collect and analyze data on the effectiveness of these programs. In particular, programs will focus on measuring the achievement of learning outcomes and developing meaningful SLO assessment plans. In coordination with Achieving the Dream, part of this work will involve implementing a cohort tracking system in student support service programs.

Evidence

<table>
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<tr>
<th>2B.1.1</th>
<th>Student Learning Outcomes Assessment Data</th>
<th><a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2B.1/TRIO_Student_Survey.pdf">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2B.1/TRIO_Student_Survey.pdf</a></th>
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</table>
STANDARD II B.2

The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:

General Information

- Official name, address(es), telephone number(s) and website address of the institution
- Educational mission
- Course, program and degree offerings
- Academic calendar and program length
- Academic Freedom statement
- Available student financial aid
- Available learning resources
- Names and degrees of administrators and faculty
- Names of Governing Board members

Requirements

- Admissions
- Student fees and other financial obligations
- Degree, certificates, graduation and transfer

Major policies affecting students

- Academic regulation, including academic honesty
- Nondiscrimination Acceptance of
- Transfer credit Grievance and
- Complaint procedures Sexual
- Harassment
Refund of fees  
Location or publications where other policies may be found  

Descriptive Summary  
The EVC Catalog provides important information to students on college programs and services, requirements for degrees, certificates, and transfers, course descriptions, policies and procedures, and all additional items required under this standard. Information in the college catalog is thorough, accurate, and current. The catalog is available both online and in print form. Print copies are distributed at key locations around campus, including at the Campus Store, Admissions and Records, Counseling, and numerous academic and services program offices. The website has become a much more important source of information for students in recent years, and a great deal of additional information including timely updates on college news and events are regularly shared with students through this medium.

Self Evaluation  
The college meets this standard. The college has developed a successful quality control process to regularly review and update the catalog content. Each year prior to the printing of the new college catalog, the current year's information listed above is sent to each relevant program or department for review and update. Each area is responsible for changes (additions or deletions) to the narrative text that is to be included in the next version of the college catalog. All content is then edited and checked for accuracy prior to publication. The EVC Catalog 2009-2010 was reviewed for up to date information in all of the areas expected under this standard.

Planning Agenda  
None.

Evidence  
2B.2.1 EVC Catalog 2009-2010  
http://evcwebs.sjeccd.edu/catalog/index.
STANDARD II B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address these needs.

Descriptive Summary

Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, student feedback, and other appropriate measures in order to improve the effectiveness of these services.

Through the strategic planning process, each college program or department has an opportunity to set specific Commitments to Action (CTAs) that contribute toward achievement of the college’s overall mission and goals. In order to evaluate the college’s progress on these CTAs and the specific success metrics set to track accomplishments, a great deal of baseline data was needed, and this demand coincided with the modernization of our district’s data collection and delivery systems.

In recent years, the college has enjoyed increasingly better access to a significant volume of research data on the demographics of our students and their success rates, allowing us to identify trends in matriculation, retention, graduation, and transferal. In addition, this data has allowed us to evaluate the achievement of learning outcomes at the course, program and service, and institutional levels. To date, each department or program has made use of data to evaluate progress on achieving CTAs.

The district and colleges have worked with a consultant to create a data portal that is beginning to provide a wide array of data reports for users. The portal has been extremely well received by the college community at presentations and demonstrations. As of Spring 2010, all EVC employees now have on-campus access to the SJECCD Data Portal, and this access will revolutionize the way data is used for institutional evaluation and improvement to support the learning needs of students.
Self Evaluation

The college is on pace to meet this standard.

The college community is focused on using data to help continually evaluate student learning needs and effectively fulfill learning outcomes. With the sudden access to increased volumes of data, the college realizes that it is important to maintain focus on student learning as its primary purpose. The SLO Subcommittee, in cooperation with other shared governance bodies, has been successful in spreading the message across campus that the college now has the tools to better understand students’ needs and address them. In addition, the Equity Scorecard and Achieving the Dream initiatives have helped many faculty members, staff members, and administrators to understand the importance of making decisions on the basis of evidence and evaluation, rather than on the basis of assumptions. This evidence may be used to bolster student services where they are most needed. (2B.3.2)

In spring 2010, the MSSC piloted the Early Alert system based on information learned through the investigation process of the Equity Scorecard and Achieving the Dream Initiatives. Team members noticed low success and retention rates among students in certain basic skills courses. Through Early Alert, students are referred to their instructor and/or appropriate service program (Tutoring, Counseling) for intervention during the 3rd or 4th week of the semester before it is too late to begin the support the student may need to be successful. Tracking students among all the special academic and student services programs can be a challenge. Currently all Educational Plans are manually developed by counselors in various locations (i.e. counseling department and special programs); therefore, these are very difficult to track and reference. To improve access and eliminate duplicated workflow, the college’s goal is to move toward an electronic educational plan system, in which academic counselors will have electronic access to student educational plans wherever the advising is taking place.

Certian student support services programs at EVC have developed quantitative/qualitative student surveys to gather information from students on programs and services they are interested in receiving at the college. (2B.3.1)

Planning Agenda

Implementation of online education plans for students.
Implementation of specific programs based on input from student surveys.

**Evidence**

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**STANDARD II B.3.a**

The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.

**Descriptive Summary**

Equitable access for all students is one of the college’s core values, as reflected in the Mission Statement, the Strategic Initiatives, and the design and operations of its student services programs. The mission statement frames “equity, opportunity, and social justice” as our guiding principles, while stating that “Evergreen Valley College’s mission is to empower and prepare students from diverse backgrounds to succeed” in college and beyond. The first of our three Strategic Initiatives, “Student Centered,” states that the college provides “access to quality and efficient programs and services to ensure student success.” “Access” is the first area of focus within this initiative. The articulation of this goal has prompted a great deal of relevant work at the program, department, and division levels as all units of the college have aligned their Commitments to Action (CTAs) with the goals of the college.
EVC serves a very diverse student population, providing appropriate, comprehensive, and reliable services to all. The college works to ensure that all students have access to services which will enhance their educational experience and assist them in achieving their academic, personal and career goals. This includes various service delivery modes to ensure comprehensive access for our diverse student population. The following examples help illustrate the college’s ongoing commitment to providing such services.

First, data from the Educational and Facilities Master Plan 2006 showed that the college served an increasing number of evening students, yet offered few services for this segment of our community. The college responded by ensuring that academic advising, tutoring, and other support services were available for evening students. (2B.3.a.2) In addition, students are now able to register both by phone (through StaReg) and on-line (through WebReg), both of which are available off-campus. (2B.3.a.4) The recent addition of an add code system at EVC has improved the registration experience even more, allowing students to add classes by phone with instructor permission after the semester has begun. EVC’s Enrollment Services is continuing to refine and improve the registration, adding, and dropping processes by making greater use of technology.

Second, while English is the primary language of instruction, the college serves many students for whom English is a second language. This district includes a very large immigrant population. To assist these students, the college’s marketing department developed student support services publications in multiple languages to ensure a comprehensive dissemination of information on programs, services, and requirements. (2B.3.a.1) EVC has counselors and staff members who are fluent in other languages (such as Spanish and Vietnamese) to ensure that all students have access to the information they need and feel comfortable taking advantage of the college’s services. The online orientation offered through the counseling department is offered in multiple languages as well ending with directions on how to make an ESL Program Planning appointment. (2B.3.a.3)

A third example is the Outreach, Advocacy, and Services for Spanish Speaking Immigrant Students Program (OASSSIS), a community partnership between EVC and Somos Mayfair. Somos Mayfair is a nonprofit organization which serves families in the East San Jose Mayfair community, a low-income area about seven miles from campus. The majority of residents in the Mayfair area
are first-generation immigrants, most of who are from Mexico or Central America. Through OASSSIS, the college began providing many on-site and Spanish language services for Mayfair residents, including information workshops, assistance with registration, academic advising, assistance in completing financial aid forms, tutoring, and campus tours. Without the on-site and Spanish language services, many residents would not have known about the college or realized that they had access to its programs and services.

In addition, the Disabilities Support Program (DSP) at EVC assists students with disabilities in order to help them to succeed in school. The DSP provides specialized instruction and educational accommodations to ensure that students with disabilities have equitable access to all aspects of college life including programs and instruction offered by the campus. Recently fifty seniors with disabilities completed the Early Admission process which included the EVC application and DSP intake packet. Following completion of the packet the students were given assessment testing in the EVC DSP office, a personalized campus tour with refreshments, and invited to attend Day at the Green 2010. Thirty-one students attended Day at the Green and were introduced to life at EVC and registered for fall 2010 classes.

Self Evaluation

The college meets this standard. The 2006 Educational and Facilities Master Plan has assisted the college in achieving its mission by informing the college community of the nature and needs of the students and community it serves. EVC places great value on its mission, and has worked steadily to provide access to all members of the community and in turn offer programs and services to meet the needs of a diverse student population. This work is an unending process and will continue with the 2010 Educational and Facilities Master Plan 2025.

Planning Agenda

Expansion of online course support/workshops
Enhance course delivery in community organizations
Enhance online student orientation

Evidence

| 2B.3.a.2 | EVC Hours of Operation | http://evcwebs.sjeccd.edu/contact/hours_of_operation.pdf |
| 2B.3.a.3 | EVC Online Orientation | http://evcwebs.sjeccd.edu/orientation/index.htm |
| 2B.3.a.4 | MyWeb online course registration | https://myweb.sjeccd.edu/ |
| 2B.3.a.5 | OASSSIS | http://evcwebs.sjeccd.edu/oasssis/ |

**STANDARD II B.3.b**

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

**Descriptive Summary**

Evergreen Valley College provides a tolerant and supportive environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Students are provided with a wealth of opportunities to learn about current issues and participate in the EVC community through educational programs, student services, and college events and activities. The college’s Mission Statement highlights the commitment to empower and train students to succeed “and to be civically responsible global citizens.” The college is committed to fostering a sense of personal and civic responsibility. They also show how the climate on campus is open and encourages students to develop themselves intellectually, aesthetically, and personally.

EVC’s Service Learning Program provides such an example. Through Service Learning, students are provided with opportunities to gain hands-on experience by serving a community agency or non-profit organization. Through this program, students develop an ethic of service and actively engage in the growth and development of their community. During Spring Break 2009, the college provided students with an International Service Learning project in which a group of students traveled to El Salvador where they worked with school children and teachers, assisting them with school improvement initiatives. Currently, Service-Learning is in the planning stages...
of developing a standalone class in Service-Learning and looking at an AA degree in General Studies with emphasis in community service. (2B.3.b.4)

Another example is the EVC President’s Speaker Series, which is designed to increase the awareness of the EVC campus community to ideas and issues of importance to our college. The Series presents speakers who through their personal and professional experiences stimulate dialogue about and lead to action on student success. Presenters since 2007 include: U.S. Congresswoman Zoe Lofgren; Associate Professor at California State University San Bernardino, Dr. Joley Proudfit; and Nobel Peace Prize laureate, Rigoberta Menchu. Each of these events has been very successful in stimulating dialogue on campus. Students are encouraged to attend these events, which then become a topic for discussions and assignments in certain classes.

EVC has a unique opportunity to introduce students to individuals whose daily lives show their commitment to civic responsibility. In collaboration with the non-profit JEWL Oral History Institute, students are introduced to individuals personally connected to the Civil Rights movement through resource materials, presentations, and speaking events.

The Associated Students and Office of Student Life mobilized forces for the EVC Votes voter registration drive in 2008-09. These civically minded students have also increased student awareness and participation in a Red Cross blood drive, Bone Marrow Donor testing and AIDS Awareness Days.

In addition, EVC students participated in the annual “March in March.” For the last several years, EVC students joined a state-wide coalition to advocate on behalf of students and public higher education. EVC student leaders had the opportunity to meet with legislators to share the challenges that community college students face on a daily basis, such as student fees, financial hardships, textbook prices, and potential cut-backs in classes and services. The college encouraged students’ involvement with some college and district leaders joining students on the buses to Sacramento and many faculty ensuring that class obligations would not interfere with students’ “March in March” participation. Following this day, 200 students participated in phone banking state legislature members to encourage support for community colleges in meeting the educational needs of the state.
Self Evaluation

The college meets this standard. These above examples are by no means inclusive of all opportunities the college provides its students, but rather demonstrates EVC’s commitment to providing students with ample opportunities to develop personal and civic responsibility in addition to intellectual and aesthetic growth.

Planning Agenda

None.

Evidence

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STANDARD II B.3.c

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

Descriptive Summary

Academic counseling and guidance services are available to all EVC students and prospective students. Our counselors assist students with exploring career, educational, and personal goals. Counselors work jointly with students to develop a student educational plan (SEP) to fulfill the course requirements to meet the students’ goals. University transfer, occupational study, basic
skills development, professional and personal enrichment are all included in academic counseling services. The counseling department consists of sixteen counseling faculty (five bilingual in Spanish and three bilingual in Vietnamese). In addition, there are eight adjunct counselors (four bilingual in Spanish and one bilingual in Vietnamese) who are available on an on-call basis. There are two classified support staff, one administrative secretary, one articulation specialist, and a matriculation specialist—two Spanish and one Vietnamese speakers. The department also hires students to assist in the day-to-day operations throughout the school year. New to the counseling department is the addition of the EVC Welcome Center, located at the entrance in Mauro Chavez Student Services Building. The Welcome Center strategically leads students into the counseling center, room SC 255, and is staffed by EVC Student Ambassadors throughout the day. The Welcome Center provides a place for students to ask questions, receive new schedules, receive catalogs, student planners, and it offers a friendly environment for students to meet other students.

The counseling and advising component provides academic advice as well as academic planning opportunities for all students. The college must provide these services to all nonexempt students with reasonable attempts to counsel the following student groups: probationary, those enrolled in pre-collegiate basic skills courses and students without a declared educational goal (2B.3.c.1)

The counseling department has day and evening hours available throughout the week and bilingual counselors are available during evening assignments. The department does not offer any weekend counseling hours/appointments due to staff shortages. However, students may email an individual counselor or can submit counseling questions 24/7 to our counseling email address, EVC.CounselingHelp@evc.edu, and receive responses directly from counselors.

Currently one counselor reads and responds to all general student inquiries providing detailed answers to questions and directions for services students might need to access. The goal is to have all counselors rotate the responsibility as part of their load. Emails are triaged and responded to, based on whether or not a bilingual counselor is needed or if the email is specific to a counselor who oversees that area of expertise. Emails are answered within 24 hours, and responses that require additional in-depth research are
answered within a week. Students always receive a response letting them know that the email was received and that research into the question is underway. Students who ask for an educational plan to be prepared, and who are distance education students, will receive a completed SEP via an attachment, with all courses outlined to meet a specific major/goal objective.

The dean of counseling and matriculation is the assigned matriculation coordinator for EVC. The dean of counseling and matriculation works in concert with the dean of enrollment services who oversees the admissions and assessment components of matriculation. In a effort to improve the flow of the matriculation process for new students, the college offers “one-stop” options for new, first time in college students at the college and off-site in the community at high schools and agencies. Students who have applied are assessed for placement into classes, attend new student orientation and meet with a counselor to assist students with a one-semester SEP. Students then meet with an Admissions and Records staff member or student assistants to learn to navigate MyWeb and register for classes. New students who complete the program leave with a schedule for the next semester in place

Spring 2009 saw the first Day at the Green. (2B.3.c.7) This event was offered to those students who completed the Early Admission Program one-stop process through the local feeder high schools. Students and their parents were invited to attend a six hour event “to discover more about your new campus, learn about resources for academic and personal success, and make a few new friends before classes begin. You’ll hear from current students, learn about college academic requirements, and get assistance from Counselors on selecting course options to take your first semester. Best of all, you’ll receive priority registration for your Summer and Fall 2009 classes!” The event was highly popular and Spring 2010 Day at the Green saw over 600 students in attendance.

At the one-stops and Day at the Green, new students are also encouraged to follow-up with a 60 minute counseling appointment during the semester where a two-year educational plan is developed. Counselors and students work together in developing an SEP that best meets the needs of the student. If the student is undecided on a college major, then an educational plan is prepared that will assist the students in completing all general education courses needed to transfer to a university. Many students at the basic skill level are provided with additional assistance in outlining the English, ESL, and/or math sequence needed to complete college-level work. Students leave
a counseling appointment with a clear understanding on what necessary steps need to be followed to progress through the EVC system.

Once an initial SEP has been written for a student, the SEP will be reviewed at each follow-up counseling session to make sure that the student is staying on track. If a student finds that he/she needs to drop classes or change majors, then a revised SEP is prepared. Once completed, a student is given the updated SEP and another copy is saved for future reference in the counseling department and online in the Counseling “shared” folder. In the event that a student sees a different counselor for a follow-up appointment, any counselor can conveniently go into the Counseling “shared” folder and retrieve a copy. Many counselors keep a copy of the electronic SEP on their personal desktop as well as in the Counseling “shared” folder. The electronic SEP was developed out of necessity, since many students are involved in a variety of support programs, e.g., EOPS, Enlace, ASPIRE, AFFIRM, etc. Students often would receive multiple SEP from different counselors within different departments. In collaboration with our support program counselors, students now have just one SEP that can easily be retrieved and revised as needed.

Students in basic skills or who are undecided are encouraged to take a Guidance course or attend workshops through our Transfer and Career Services Center. Guidance offerings include courses such as Guidance 81 Career Self-Assessment, Guidance 85 Blueprint for Success, or Guidance 86 Planning Education Futures. These courses provide a framework for students to explore their personal qualities and skills while identifying possible career paths. Additionally, they help assist students with important skills required for college success including, study skills, stress management, time management, and increasing self-confidence. The workshops offered by the Transfer and Career Center help students learn more about tools for major and career selection, transfer requirements, and scholarships.

The college policy for academic progress has been translated into a program to monitor student progress. Those students not meeting progress standards are selected for follow-up. Students on academic and/or progress probation are sent a letter, email and phone call, notifying them of their academic performance. Students are strongly encouraged to seek counseling services in order to learn how to connect them to support services and understand their current academic situation. Students who have been dismissed from EVC are also contacted by mail, email and phone and are required to meet with a
counselor in order to initiate the readmission process. Appointments are provided through workshops and individual counseling appointments. In spring 2010, in conjunction with the Campus Tutoring Center, students were required to complete a workshop to familiarize them with the many services provided by the center. (2B.3.c.6)

EVC believes quality research is an important component to understanding and developing sound practices that serve our students while readily illustrating the efficacy of these services. Through the analyzing and reporting of data on student retention, persistence, course completions, educational goals, transfers, etc., along with data collected through our basic skills initiative—Achieving the Dream—an informed plan may be created to address gaps in student achievement. It is also realized that monitoring student academic progress often may be “too little too late”; intervention strategies may be needed to help students achieve thus avoiding academic probation or dismissal.

Currently, the college does not utilize a campus-wide early alert program. Students involved in special support programs, EOPS/CARE, CalWorks, Enlace, ASPIRE, AFFIRM, Student Support Services (FasTrack), Athletics and those or academic probation/dismissal are required to do a mid-semester progress report (due approximately the 10th week of classes). Based on instructiona faculty feedback, students are assisted by counselors to determine what support services, if any, are necessary. These could include referrals to Health Services for health related problems, nutritional support, or mental health counseling. Students are referred to tutoring support services and assessments for possible learning disabilities. Many of the special support programs offer workshops on study skills and test taking strategies throughout the semester.

Along with the dean of counseling and matriculation, the Matriculation and Student Success Committee (MSSC), a college-wide shared governance committee, working with faculty, staff, and deans piloted an Early Alert system in spring 2010. Informed by data from the Equity Scorecard and Achieving the Dream initiatives which showed an achievement gap among students in basic skills courses, seven basic skills instructors were selected to participate in the Early Alert pilot. (2B.3.c.5) Instructors were asked to complete a form listing students demonstrating difficulty in the 3rd to 4th week of the semester. These students were referred for appropriate intervention, i.e. counseling, tutoring, or health services. The hope is this
early intervention will translate into a greater number of successful students in these courses. Follow-up data will be reviewed to evaluate and revise the process if necessary. The MSSC hopes to overcome some technical obstacles and with the help of district ITSS develop a college-wide online Early Alert process accessible from the campus portal in the near future.

In 2007-2008, specific matriculation research included a review and validation of placement testing in English, Math and ESL. Currently the college uses sixteen different assessment tests to place students in courses. During the 2007-2008 academic year, five of the tests were out of compliance and needed to complete the validation tasks required by the System Office. The Office of Research and Institutional Effectiveness (RIE) worked with college faculty, administrators and our assessment staff to collect accurate data and submit validation samples. Currently all of the assessment tests at EVC are valid and RIE will continue to monitor and spearhead the ongoing updates necessary.

The dean of counseling and matriculation attends pertinent trainings and regional matriculation meetings and disseminates this information regularly back to the campus. In addition, there are regularly scheduled meetings to keep staff updated on matriculation requirements. These include:

- Student Service Team 2nd and 4th Wednesday of month
- Matriculation and Student Success Committee Meeting 1st and 3rd Thursday of month
- Dean’s Meeting Every Thursday
- Dean and Counselors and Support Staff Meeting 1st and 3rd Wednesday of month
- Student Services Committee Meeting 2nd and 4th Thursday of month
- Counseling division retreat once each semester

The dean of counseling and matriculation conducts on-going, campus-wide training sessions to provide matriculation information to faculty, staff and administrators. At the fall 2008 EVC Professional Development Day (PDD), the matriculation coordinator, chair of the MSSC and program directors/coordinates from CalWORKs, DSP, and EOPS/CARE gave a presentation entitled “The Trick to Matric.” The breakout session was well attended and offered an overview of what matriculation is and a question and answer panel with the program directors and coordinators. Additionally, the
matriculation coordinator presents overview information regarding matriculation annually at the Dean’s Academy, New Faculty Orientation and New Adjunct Faculty Orientation. The matriculation coordinator meets regularly with the chair of the MSSC and provides updates regarding matriculation at all pertinent campus meetings.

Chief among these updates have been the findings and recommendations of the Evidence Team for the Equity Scorecard Report and of the transition to the Achieving the Dream initiative presented at EVC’s PDD in September 2009; regular all-college updates also occurred at PDDs in January and April 2010. (2B.3.c.8)

Self Evaluation

The college meets this standard. The quality and design of counseling services are assured through EVC’s strategic planning process as well as regular and systematic assessment. The mission and goals of the college are part of the cascading process in which departments and individuals align their Commitments to Action (CTA) with the overall goals of the college. The CTAs are reviewed yearly to assess progress, make necessary revisions or replace met goals with new CTAs. Many of the goals of counseling are informed by the Matriculation Plan which was last updated in the 2008-09 academic year and submitted as part of the Student Services Categorical Program Review (2B.3.c.3, 4) Each of these reports contained components to assess current services and implement changes where necessary. Steady progress has been made with the planning agenda and goals laid out in the two reports. In addition, the counseling department is working with the SLO Subcommittee to develop a systematic plan to assess its SLOs.

Currently EVC is updating its Educational and Facilities Master Plan. Work with MAAS Companies began in February 2010 to review and align the existing plans with current area demographics, physical and resource allocation, and projected growth and changes. Information from the MAAS Report, surveys conducted for the plan and for this Accreditation Self-Study in addition to data—from Achieving the Dream, RIE, and the counseling division—will be used to continually assess counseling programs to align with the EVC Strategic Initiatives while addressing the needs of our diverse student population.
Results from the recent Student Survey and preliminary results from the "Educational and Facilities Master Plan" survey both indicated that student access to counselors is an item of concern for many. While more than 63% of Student Survey respondents agreed with the statement that "I can see a counselor at any time for my needs," this was one of the lower-scoring items on the Student Survey, and it also showed up in the Master Plan survey and interviews. (2B.3.c.2) The college currently has three full-time counseling positions which remain vacant, due to recent retirements. Due to budget limitations, these positions have not yet been filled, and this short-handedness in general counseling and transfer counseling are clearly impacting students. In the short-term, the counseling department is responding to this by deploying additional adjunct counselors to address at risk students.

At the April 2010 PPD activity, the college community discussed the top recommendations generated from the Accreditation Self Study and Master Plan processes, considering how these will influence revision of the college’s Strategic Initiatives. (2B.3.c.8) This activity produced a great deal of dialogue, reflection, and innovative suggestions for how to best respond to this area of need. Overall, the counseling department, though shorthanded, is doing an excellent job supporting student learning and success.

**Planning Agenda**

Continue working on the Early Alert system using the grades online feature in Datatel. This will not only facilitate the early alert intervention to students in need of academic assistance but will also automate the grading process; this is a precursor to having faculty post their final grades on-line. The college will continue to examine ways to improve counseling access and services to students during this challenging budget climate.

**Evidence**

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STANDARD II B.3.d

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

Descriptive Summary

Evergreen Valley College is guided by the principles of “equity, opportunity, and social justice,” as described in the mission statement. We believe that this equity-minded approach helps to define who we are and provides an organizing principle for much of the college’s work. With an extremely diverse student body and workforce, members of the EVC community have learned to respect and honor the traditions and perspectives of others. We expect the same commitment from our students, and therefore the college supports and encourages an understanding and appreciation of diversity through its programs, practices, and services. Recently, the college added a Cultura Pluralism/Ethnic Studies requirement for its AA/AS degrees.

In the recent Employee Survey, 81% of respondents believed that “The College provides programs and services that enhance understanding and appreciation of diversity on campus.” (2B.3.d.2) In the Student Survey, nearly 62% of respondents agreed or strongly agreed that the college offers courses that help students relate to their cultural backgrounds and traditions. Because this item also received a significant “No Opinion” score, it is worth noting that only 8% of student respondents actually disagreed or strongly disagreed with the statement. (2B.3.d.1) While most students are not aware of the college’s
involvement in the Equity Scorecard and Achieving the Dream initiatives, members of the Associated Students have been very supportive of these efforts to pinpoint achievement gaps through data and create strategies to improve the performance of underachieving student groups.

EVC is committed to ensuring that all students, including those from disadvantaged backgrounds, are given the tools and support to succeed in college and beyond. Many student services and special student programs provide additional support for members of underrepresented groups. These include AFFIRM, ASPIRE, Enlace, DSP, and EOP&S, which are more fully described above in Standard IIA.1.a. The Enlace Program administers a Title 5 grant funded partnership to increase transfer and success rates for Hispanic students who transfer to San Jose State University. Even undocumented students and foster youth find special support through EVC’s OASSSIS and Youth Empowerment Success Strategies (YESS) programs. EVC’s Service Learning Program provides students with another opportunity to learn more about other cultures through practical, on-site work experience at a community agency, nonprofit organization, or school, or by participating in an international service project.

The Diversity Action Council (DAC), an organization made up of faculty members, classified staff members, students, and administrators, is an important component to the understanding and appreciation of diversity at EVC. DAC directly advises the President as well as the entire college community. Under DAC’s mission statement, the group works “to create a student-centered, equitable, cooperative, learning and working environment in which every individual is accepted, respected, and appreciated.” DAC has helped create and lead a variety of training programs and workshops for the college community, working to foster multicultural awareness and communication skills. In 2006, the group was awarded the 2006 John W. Rice Diversity Award from the California Community Colleges Board of Governors.

Finally, the college honors its commitment to diversity by hosting a variety of cultural and artistic events each year that show off the true colors of our community. Since the mid 1990s, the EVC Author’s Guild, a student club moderated by Sterling Warner, English faculty, has hosted monthly presentations during each semester. These authors are diverse—in terms of their genre, ethnicity, gender, sexual orientation and life experiences. Each year the Author’s Series culminates in May with the EVC Poetry Festival.
where students, faculty, staff and administrators share the microphone to give voice to their work. (2B.3.a.4)

In 2009, the college co-hosted the Umoja Conference as well as numerous other events, including the Punjabi Mela, Cinco de Mayo, and Pacific Islander Club Luau. (2B.3.d.5, 7) The college reflects on the cultural and historical aspects of diversity during Latina/o Heritage Month, Black History Month, and Disability Awareness Month with presentations, activities and events for the college community to attend. (2B.3.d.3) At the ARTiculate festival of culture events that celebrated the opening of the college’s new Center for the Arts, events included a sound workshop and performance by renowned sound artist Pamela Z, a lecture on globalism and ethnic media by Sandip Roy of New American Media and NPR, concerts by folk singer Thao Nguyen and mariachi sensation Manuel Romero, and Indo-American dance company Payal’s performance of the Nritiya Tarang dances. As noted above in Standard IIB.3.b, the President’s Speaker Series also has brought some inspiring figures to campus for students to hear from, including Tommy Smith, Luis Valdez, and Nobel Peace Prize winner Rigoberta Menchu. EVC offers a unique opportunity to its students and the surrounding community through its collaboration with the non-profit JEWL Oral History Institute housed at EVC. JEWL provides students access to the history of the Civil Rights Movement through the individuals who lived the experience—in written and recorded word. JEWL has hosted several authors and speakers which have been well attended by both the EVC and surrounding community. (2B.3.d.8) Nearly all of the events described above are free and students are encouraged to attend. Some instructors bring their classes and connect these events to reflective class exercises and assignments.

Self Evaluation

The college meets this standard. In fulfilling its mission and Strategic Initiatives, EVC provides services, programs, and events that help students to understand and appreciate the diversity of the world in which they live. In addition the diversity of the staff, faculty, and administrators, along with the student centered collaborative work in which they engage, provides a daily example of the value of—and appreciation for—diversity which is a hallmark of EVC.

Planning Agenda

None.
Evidence

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STANDARD II B.3.e

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

Descriptive Summary

The college recognizes the importance of evaluation and planning in the cycle of improvement. Through the strategic planning process, EVC’s Admissions and Records office regularly reviews its progress towards the fulfillment of Commitments to Action (CTAs). Student Affairs programs, including Admission and Records, conduct program reviews on an established three-year cycle, providing an additional opportunity for evaluation and discussion of instruments and practices needing improvement. In addition, the SLC Subcommittee is working with Admissions and Records to develop learning outcomes and a meaningful plan to assess them. Admissions and Records has lead a great deal of technology-based change in recent years, including the advent of online applications, greater use of both online and telephone registration, and the adoption of an electronic add code system which began
as a pilot program that was later expanded after positive feedback from EVC faculty. Specific work in the Admissions, Assessment, Placement, and Evaluation areas are noted below.

Admissions: Students are able to apply to the college using either a paper application (in person, mailed or faxed) or the electronic California Community Colleges application (CCCApply) which is linked on our EVC website. (2B.3.e.1, 2) The paper application is reviewed annually in order to verify that our application meets the required state reporting standards. The Admissions and Records Office also reviews and updates the CCCApply module, so students receive the appropriate response letters via email. The number of students applying on CCCApply is increasing each semester; however, there are a few inconsistencies between the paper application and the CCCApply application. This creates errors that must be manually corrected. Therefore, the college is working with CCCApply to minimize these errors, create standard rules, and improve staff training. In addition to the regular college application, International (F-1) Students have additional admission documentation requirements. These requirements are reviewed annually and updated as necessary.

Assessment: The Assessment Center currently provides students with several assessment testing options. The COMPASS is the computerized version of both the English and Math Assessments for EFL (English as a first language) students. (2B.3.e.3, 4) The Stanford CAPP is the equivalent test in paper and pencil format. ESL (English as a second language) students currently take the SLEP (English) and MDTP (Math) tests as well as an ESL essay, as paper and pencil based tests. The Assessment Center staff work closely with the Office of Outreach and Recruitment, as well as the DSP Office, to accommodate ofl campus testing as well as disabled students needing special accommodations for testing.

Placement Practices: AP Scores of 3, 4 and 5 can be sent to the Admissions and Records Office in order to grant the student credit and placement into particular courses. (2B.3.e.5) Transcripts of previous coursework taken from an accredited institution will also be accepted as a placement instrument into courses with prerequisite requirements. Students having already earned an Associate Degree or higher are also granted certain placement into courses based on their achievement. (2B.3.e.6)
Evaluation: Counselors use the above mentioned assessment (placement) tools in order to guide and counsel students on proper course registration and educational planning.

**Self Evaluation**

**The college meets this standard.** Admission and placement instruments are evaluated and validated regularly.

**Planning Agenda**

Assessment: Continue pilot program for off-site computerized testing at local high schools. The accuracy and efficiency of the testing process will be greatly improved by reducing the paper and pencil testing where appropriate. Scores will be uploaded in a timely manner, to ensure students have a smooth registration process.

**Evidence**

| 2B.3.e.1 | Hard copy application | [http://evcwebs.sjeccd.edu/admissions/pdfs/A](http://evcwebs.sjeccd.edu/admissions/pdfs/A) |
| 2B.3.e.2 | CCCApply | [http://www.cccapply.org/Apply/](http://www.cccapply.org/Apply/) |
| 2B.3.e.5 | *EVC Catalog* 2009-10 Information on AP Scores | [http://evcwebs.sjeccd.edu/catalog/chapter2.pdf](http://evcwebs.sjeccd.edu/catalog/chapter2.pdf) |
| 2B.3.e.6 | Articulation Agreements | [http://evcwebs.sjeccd.edu/transfer/options.html](http://evcwebs.sjeccd.edu/transfer/options.html) |

**STANDARD II B.3.f**

The institution maintains student records permanently and securely with provision for 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 in the college catalog and the schedule of classes each semester.

**Descriptive Summary**

The Admissions and Records Office has purchased Document Imaging Software and has begun the process of scanning all incoming student transcripts. This will allow the college to keep these images electronically.
Annually, the college also publishes the policy and practice for release of student records in the college catalog. Only “Directory Information” is released without the written consent of the student, unless the student has requested complete privacy on his or her record.

Self Evaluation

The college meets this standard. The college will continue with the imaging of incoming transcripts, eventually moving on to applications, petitions, grade changes, and other categories of records. Admissions and Records will eventually phase out hard copy folders for students. This will allow counselors as well as other campus staff the ability to view the records electronically. It will also allow the college to ensure backup redundancy.

Planning Agenda
None.

Evidence
Available on site.

STANDARD II B.4

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

Descriptive Summary

EVC has identified an evaluation schedule of student support services to ensure that its programs are meeting students’ needs. Through a regular cycle of student program services evaluations, the college maintains a close connection to the student learning outcomes each program purports. Each student services area has begun to address its interaction with students and which core competencies students are gaining from the interaction. All student services programs will have completed their program evaluations by 2009-10, completing the first cycle. The state Chancellor’s Office completed the EVC’s Student Services Program Review and site visit in spring of 2009. (2B.4.3) The results of the review have not yet been released. RIE has gathered information on EVC’s students through analyzing Persistence, Retention, and Student Success Data. This data is enabling the college to
move forward with analysis for the Equity Scorecard. (2B.4.4) The college has begun a self-reflective initiative called Achieving the Dream which integrates the work done on the Equity Scorecard and applies equity minded approach to better determine how to serve and meet the academic and programmatic needs of students while addressing achievement gaps. (2B.4.2)

Self Evaluation

The college is on pace to meet this standard.

Presentations at student services meetings were made by each of the programs that complete a review of their program. (2B.4.5) SLOs are not yet included in the Student Handbook (when available), nor in the EVC Catalog to date; although there is a definition provided in the catalog, class schedule and student handbook. Student Services will continue with the program review schedule. By the next accreditation visit, all student services programs will have undergone program review and created new SLOs. Student Services will develop a data set to be used by programs, as they conduct their program review. This will include a student profile of current and future students. The Student Services Council met four times throughout the fall 2009 semester to discuss how to integrate core competencies, SLOs, and SLO assessment (2B.4.1) The Council is still in the process of utilizing the SLO analysis to make programmatic changes. Each student services program is refining and updating their SLOs and core competencies to implement a systematic and cyclical approach to collecting student learning outcomes data. Linking of program review information with the resource allocation process is still under development.

Planning Agenda

Each program was asked to determine its core competencies which will help in focusing on which SLOs are best utilized. A closer link to assessment of the student learning outcomes is being developed to fully operational SLC findings. The Student Services Council is meeting quarterly on SLOs to ensure progress in their development and assessment. In cooperation with the college’s SLO Subcommittee, representatives of the Student Support Services (FasTrack), EOP&S, CalWORKS, Financial Aid, and DSP Programs are meeting regularly to discuss best practices and cooperatively develop meaningful assessment plans to evaluate the achievement of SLOs.
### Evidence

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STANDARD II C  Library and Learning Support Services

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

STANDARD II C.1

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

Descriptive Summary

Relying on appropriate leadership, expertise of faculty and classified professionals, the college Library and other learning support services provide an imperative part of a student-centered approach by creating an effective learning environment which is reflective of the core of EVC’s mission statement.

The current Library and Educational Technology Building opened in June 2004. The building houses the Library, Learning Resource Center, Distance Education Program, Educational Technology Programs (including @ONE Training a collaborative project funded through the California Community College Chancellor’s Office), Campus Technology and Support Services, and the Appi Mishra Community Room. The building is a vital part of the college community because of the many services it provides. (2C.1.1.3)

Since the new library building opened in June 2004, the library’s facility, equipment, and networking capability have enhanced its role as an important intellectual center of the campus for students, faculty, and staff. The architecture of the building has made a positive impact on student learning...
and accessibility. In fact, the Library’s building received awards including the 2004 Award of Honor by the Community College Facility Coalition, 2005 Best Higher Education Project, Best of 2005 California Construction, 2008 Ten Coo College Buildings in the World by eZine Mental Floss Magazine. The library has grown in popularity with a noticeable 27% increase in visitors since its opening in 2004. (2C.1.4)

The library is home to the Heritage Room (2C.1.6), which provides space and resources for storage, research, and exhibition of local history collections of the Evergreen Valley area, many donated by the community. The room, which is affiliated with the College Archives Committee and Collection, reflects the broad multicultural emphasis of the community served by EVC through collaboration with community and campus groups. In 2008, a Community Borrower Card program (2C.1.6) was created to provide access and materials lending to the surrounding community. Seniors in the neighborhood make use of this service while others volunteer their time to the Campus Tutoring Center bringing community and generations together.

Display space throughout the Library offers the opportunity for art and cultural exhibits to be viewed, enriching the campus community. Often the displays are integrated with campus events. A committee oversees bookings of the displays, promotes current exhibits, and conducts outreach to the faculty and community (2C.1.7).

The Learning Resource Center has become a vibrant area for students, faculty, and staff by providing a casual space for students to meet their academic needs. Center offerings and campus events are posted to keep students informed. The Campus Tutoring Center offers several services including individual and small group tutoring, workshops, training and conversator groups. On any given day, students, faculty, and staff are observed making use of the smart classrooms, computer classrooms, Open Computer Lab, and Distance Education Office; committees, faculty, staff, and administrators meet in the video conference rooms to work collaboratively to address Strategic Initiatives and goals of the college and its programs. Training for faculty and staff is also found within these doors through offerings of the Teaching and Learning Center, Technology Resource Center, and @ONE office. (2C.1.8)

The Library and Learning Resource Center offers a wide variety of services to a diverse student population; the focus of these services is to provide learning
support for students with the additional assistance of discipline specific labs while faculty and staff continually strive to achieve the strategic initiatives of Student-Centeredness, Community Engagement, and Institutional Transformation.

Library
Evergreen Valley College Library serves a fundamental role on campus in providing student support for student learning and success. As many as 3,700 students visit the library weekly. In order to successfully achieve the Student Learning Outcomes (SLOs) of the program, the library provides a variety of learning spaces, electronic equipment, experienced library staff, and access to information in a variety of mediums. (2C.1.9)

Facilities and Equipment
The library is located on the third floor of the Library/Educational Technology Center Building. This 26,000 square-foot facility with a seating capacity of approximately 300 provides ample space for individual or group learning experiences including an open reading room, individual study carrels, group study rooms, and DVD/VHS viewing stations.

The library has 86 computers available for student, staff and faculty use within the library. These include computers in the Electronic Research Area (ERA) classroom used for Information Competency sessions and open research, Reference Area online catalogs, Reading Area workstations, computers in 3 study rooms, and 24 laptops for in-library use. Most computers are installed with Microsoft Office suite of applications and provide full Internet access. Wireless Internet is available throughout the building.

Other equipment in the library includes a black and white laser printer and 2 scanner/copier/printer machines. A vending machine for print card purchase is also available.

Services
Reference Services involve informal individualized instruction for students, faculty, staff, and community users as well as formal, group instruction sessions scheduled in the ERA by faculty. It is the responsibility of the librarians at the reference desk to collaborate with faculty in library support of the curriculum and to conduct thorough reference interviews with the students in support of their research. In addition to providing reference, the
full time librarians’ assignments include collection development, acquisitions, cataloging, access, liaison to college divisions, and participation on campus committees.

Technical Services include acquisitions, cataloging, processing and budget managing for all library resources including collaboration with staff in circulation services and San Jose City College library.

Access Services involves the circulation of library materials, computers in the ERA and reading area, group study rooms, reserves, and Telecourse videos and DVDs. The circulation staff which is made up of a full time librarian, 2 senior library technicians, 2 library technicians, and a few student workers is often seen as the first point of contact with the campus community. Circulation staff typically handles circulation of materials, computer problems, printer/copier issues, security gate issues, and the SARS-TRAK computer student login system which supports the French language lab.

**Materials/Resources**

The library materials collection supports the educational needs of students in order to achieve academic success. The library collection includes approximately 45,500 volumes, 70 print periodical subscriptions, 1500 visual recordings, and 425 sound recordings.

Electronic resources provided by the library include 1 online periodical subscription (Science On line), 8,801 electronic books, and 15 periodical and reference online databases. The Business and Workforce Development Division and Nursing and Allied Health Division work collaboratively with the Library by covering the cost of the Learning Express Library and CINAHL Plus with Full Text databases giving students current information relating to their fields of study. These electronic resources can be accessed by students from on and off campus.

**Learning Resource Center**

Located on the second floor of EVC’s Educational Technology Building, EVC’s Learning Resource Center (LRC) houses the Open Computer Lab, LRC computer classrooms, Distance Education program, and Campus Tutoring Center. As many as 2,000 students access the LRC on a weekly basis. The LRC includes space for tutoring, independent study, workshops, computer-individualized instruction, small and large group instruction, and classrooms for Distance Education students. The LRC is well-equipped with a host of technological resources for its students, including adaptive technology for
students with disabilities. There are a total of 210 computers with access to Microsoft Office applications and wireless internet for student usage.

**LRC Open Computer Lab**
The LRC Open Lab and LRC computer classrooms are supervised by four faculty members and two Instructional Support Coordinators. The Open Lab is available to all EVC students on a drop-in basis for Internet, word processing, and research purposes. It is equipped with 61 computers, two LCD projectors for instructional use, and SARS-TRAK timekeeper software for students to log in and out before and after utilizing Open Lab computers. This software not only tracks student usage but also the academic subjects for which students are using Open Lab computers. The LRC Open Lab is equipped with 3 color copier/printer machines and one vending machine for print card purchase.

**LRC Computer Classrooms**
There are four LRC computer classrooms which instructors may reserve through the instructional support coordinator each semester. Majority of the classrooms are equipped with computers and audiovisual equipment.

**Distance Education Classrooms**
The Distance Education classrooms are available for Distance Education class orientations, review sessions, exams, video conferencing, instructional video taping, and web streaming. These facilities are reserved through the Distance Education Program Specialist. Classes can be delivered via video conferencing to other institutions, or video broadcast on the educational access cable station. Student seating has power and wireless network access, as well as push to talk microphones. There are three video conferencing cameras strategically placed throughout the classroom.

**Campus Tutoring Center**
The Campus Tutoring Center, supervised by the Tutoring and Learning Resources Coordinator, provides free tutoring services and support, student workshops, and independent and group study in various subjects for registered EVC students. The Tutoring program also recruits and trains new student tutors each semester, providing job opportunities for students during their academic time at EVC. In addition, the Center houses seven LRC study rooms for tutoring, small group study, and workshop purposes. The rooms are equipped with computers and whiteboards. Through consultation with faculty, the Tutoring program also offers students an array of educational
materials in the form of reserved texts and subject specific handouts to meet student learning needs. The Campus Tutoring Center also utilizes SARS-TRAK software to track student usage and hours.

**Language Arts Labs, Math and Science Resource Center, and Business Labs**

In addition to the Library and Learning Resource Center in the Educational Technology Building, the Language Arts Labs, including the ESL Lab, Reading Lab, and Writing Center (located in the Student Services Building), as well as the Math and Science Resource Center (MSRC, located in the Acacia Building), and the Business Labs (located in the Roble Building), all serve as vital learning resources for EVC students. Each computer lab is equipped with relevant software programs and other technological resources for students.

**ESL Lab**

The ESL Lab is located in the Student Center Building. Depending upon a student’s English skills placement test score, ESL students are accommodated in two distinct operational components in the lab. Both components have minimum hour and work requirements. Students enrolled at higher levels work in the ESL Writing Seminar, a lab in which students divide their time between writing essays and responding to readings. Every other week, each student receives a half-hour individualized conference in which a faculty member or instructional assistant offers in-depth evaluation of the student’s writing. In written evaluations conducted at the end of each semester, students rate this conference as highly effective in helping them to improve their reading and writing skills. For students at lower levels, a Skills Development Lab is offered which is centered on a self-paced computer program and workbook curriculum. This lab provides a progressive study system for building basic skills in listening, speaking, reading, and writing. Most students successfully complete the lab, and many students choose to spend additional time in the lab beyond the required hours. In addition, although these labs are optional, many students continue to enroll as they progress through the levels and report that they find the lab an essential part of their learning. The lab provides 20 student computers equipped with MS Word, headsets, microphones, ESL software programs, audiovisual equipment, and various print/audio/video resources to facilitate and enhance ESL skills.
Reading Lab
The Reading Lab is also located in the Student Services Building. The Reading Lab assists students at both the English 102 and English 322 levels with skills necessary for college success in all academic subjects. These are required co-requisite labs for their lecture classroom counterparts where class instructors determine skill areas for students to work on in the lab. Through the use of specific skills modules, students may identify their areas of weakness and work on improvement within these areas. Although students work independently, a lab staff member and faculty member is always present to clarify the assignment and provide assistance when needed. Students have access to 16 computers, many equipped with MS Word and a specialized reading software program. Students use textbooks, various workbooks, modules, and answer keys to facilitate and enhance reading skills.

The Writing Center
The Writing Center, located in the Student Services Building, is an interactive support lab for students at the pre-English 1A level. The Writing Center component is a required part of English 330 or 104 courses, and constitutes one fourth of the course grade. Student skill improvement is measured throughout the semester by a specific rubric which is also used at the end of the semester to grade students’ final exams. This two-step process becomes a model of measurable student learning outcomes. The Writing Center has been highly successful in helping pre-English 1A students with their writing skills. Students appreciate peer interaction, as well as individual help from instructors and other staff. The sustained presence of a full-time Coordinator has ensured consistent, efficient, and professional operation. Interns (generally English majors) have been particularly effective in providing support and assistance in a nonthreatening way.

Math and Science Resource Center (MSRC)
The Math and Science Resource Center (MSRC) is located in the Acacia building, where the majority of Math and Science classes are held, and provides essential learning support in the form of tutoring and other student support services to all EVC Math and Science students through student tutors, faculty members, and instructional assistants. Current fulltime and part-time faculty members are also providing volunteer hours in the MSRC to help their own students, as well as other students. The Center serves approximately 600 students every semester. The MSRC is well-equipped with student technological resources including 54 student computers equipped with MS
Office, specialized Math and Science technical and learning software programs, audiovisual equipment, and supplemental learning resources such as class-related handouts, printing services, current textbooks and student solution manuals to be used in the Center, along with hundreds of subject-related reference textbooks. The SARS-TRAK timekeeper is used to track students using the MSRC.

**Business Labs**

The Business Labs are located in the Roble building and serve students taking courses in the Business and Workforce Development division. There are 150 PC's that serve approximately 73 different sections with an average of 876 students per semester. Computers are equipped with the necessary programs to support the course. Individual instructors give their students an orientation to the lab, which includes instructions on how to sign-in with the SARS-TRAK program and a brief overview of the expectations of the course as it relates to lab work. Technical support to students is given by instructional assistants and faculty; and technical support for the computers is provided by Campus Technology Support and Services. Most computers have been updated in the last 2-3 years.

**Self Evaluation**

The college meets this standard. The Library and Learning Resource Center supports the cultural, intellectual, and aesthetic qualities of the College and the surrounding community. The reorganization and hiring of a permanent Dean of Library and Learning Resources Division creates a collaborative working environment to support student learning. The division consists of not only the Library and Learning Resource Center faculty and staff, but includes the special academic programs as well. This allows for greater continuing dialog within the division and across campus on how to achieve student learning outcomes and support student success.

Library and Learning Support Services are adequate to meet the needs of most students. On-campus wireless and off-campus internet access to the library catalog, e-books and online databases help to meet the needs of Distance Education and working students. The recent piloting of online tutoring has proved successful and will look to expand in the future. Fall 2009 saw the first time offered Night on Caffeine—a collaboration between the Library and Learning Resource Center—to provide extended evening hours for tutoring and workshops in information competency and work citation on the
eve of English Departmental Finals. All students were welcome and many
came seeking help in preparing for these and other finals along with research
papers, projects, and general assignments. Faculty, staff, and tutors worked
together to help students achieve success. Night on Caffeine was highly
popular and successful, and plans are being made to offer it again in the
spring 2010 semester. (2C.1.10)

The Library and Learning Resource Center and EOPS/CARE program started a
program in fall 2009 which encourages EOPS/CARE students to participate in a
40 minute tutoring and library information session designed to introduce the
Library and LRC resources on campus. This collaboration offered students the
opportunity to obtain early assistance with course work and identify support
networks as a key to learning and student success. This collaboration was
successful and the Library and LRC plan to offer it again in fall 2010. This
collaboration also resulted in a book loan system with the library for EOPS
student semester checkout of EOPS textbooks. (2C.1.11)

The recent addition of the SARS-TRAK application to a log-in computer in
most labs will help the College evaluate the use and effectiveness of the
support provided (2C.1.12). Through the program review and strategic
planning process, assessment and evaluation will occur on a regular cycle for
each program or department. This process will allow for change to take place
not just for the sake of change, but in a planned course of improvement
taking into account resources, budget allocation, and SLOs. One fulltime
librarian, Shelley Blackman, sits on the college’s SLO Subcommittee and is
actively working with library and learning resources personnel to develop a
meaningful plan for regular assessment of learning outcomes. (2C.1.13)

While the services are adequate, there is room for improvement. Budget
constraints have led to reduction in staff, hours of operation, and purchasing
of materials and resources.

A tenure-track faculty librarian was hired in the 2007-08 academic year;
however, a fulltime technical services/cataloging librarian retired in June 2009
and has not been replaced to date. Reduction in fulltime librarians threatens
the library’s ability to maintain a standard. The 2.75 fulltime librarians have
had to assume additional responsibilities causing them to spread themselves
thin within their assigned duties. While assisting students is the library’s
principal goal, very little time and resources are available to prepare
instructional sessions, update research guides, work on collection
development daily, create drop-in instructional sessions, conduct library outreach, or attend division meetings to understand the goals and needs for other divisions. In addition, the reference desk is not staffed when instructional sessions are taking place. This absence of a reference librarian necessitates pulling the fulltime librarians away from their other duties to serve on the desk.

The Association of College and Research Libraries Standards for Community Colleges recommends a comparison study with libraries that closely resemble one’s own. In order to increase the effectiveness of collection development, size of the collection, facilities and equipment and materials budget, it would be beneficial for the EVC Library to compare itself with similar college libraries.

When surveyed students are generally satisfied with the services they receive; however suggestions were made to increase the hours of the Library and Tutoring Center (2C.1.14). Students would also like hours to some discipline labs and the MSRC to be extended.

In terms of the Language Arts Labs, the Reading Lab in particular is in need of newer textbooks. This is the only lab, due to the nature of reading, which requires funding on a continual basis. This funding is necessary to replace worn out books. Recent budget constraints, however, have not allowed for this funding.

**Planning Agenda**

In concert with college-wide SLO and Assessment implementation plan, continue implementing a meaningful plan for SLO anc assessment for Library, Learning Center, and Tutorial Programs by 2012.

**Evidence**

<p>| 2C.1.2 | Library Learning Resource Center Brochure | <a href="http://evcwebs.sjeccd.edu/accreditation/2010">http://evcwebs.sjeccd.edu/accreditation/2010</a> |
| 2C.1.3 | @ONE | <a href="http://www.onefortraining.org/">http://www.onefortraining.org/</a> |
| 2C.1.4 | Building Info | <a href="http://evcwebs.sjeccd.edu/Library/library_ETC">http://evcwebs.sjeccd.edu/Library/library_ETC</a> |</p>
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**STANDARD II C.1.a**

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

**Descriptive Summary**

The library provides resources and services relevant to general information needs; intellectual, personal, and profession growth; cultural development and activities of the college and community. The library Collection
Development Policy guides the librarians in the selection, evaluation, and de-selection of materials. (2C.1.a.1) The librarians are largely responsible for selecting and purchasing library materials based on need or recommendation. Faculty, staff, and students are encouraged to suggest library materials for purchase.

Instructional Sessions often give librarians the opportunity to assess the collection in relation to assignments. Reference interviews allow the opportunity for the librarian to assess the collection and acquire materials based on students’ needs.

Any faculty member proposing a new course or revising an existing one must meet with the Curriculum Librarian who assesses the current collection and recommends additional materials. This allows the library to be proactive in its support of new curriculum.

Each full time librarian is assigned subject areas according to the divisions they are assigned as liaisons. Each is responsible for the acquisition, evaluation and withdrawal of materials in their respective areas. Sections of the collection are evaluated to determine currency, demand, and relevancy to the research assignments. Therefore, interaction with faculty regarding research assignments provides an essential framework for acquiring resources relevant to their course and assignments. The library liaison program facilitates faculty input in collection development, which also enables librarians to promote new resources and services to faculty in the division served.

Circulation staff notifies the librarians when materials have been long overdue, damaged, lost or missing. This allows the librarian to decide whether a replacement is necessary and/or to purchase additional titles related to the field. In addition, librarians evaluate the circulation of their designated subject areas to determine which areas have high or low circulation.

Self Evaluation

The college meets this standard. Nevertheless, several years of difficult budgets have necessitated cuts and ongoing created challenges. The library continues to provide quality service and resources despite the ongoing financial difficulties faced by the state and college. The elimination of TTIF funds and new book monies from the state has greatly impacted the availability of library resources. (2C.1.a.2) In fall 2009, library staff had to
reach out to the campus including Academic Senate, College Council and Associated Students to seek funding for databases, renewal of the library integrated system, and new books. (2C.1.a.3) Librarians have had to make such decisions such as subscribing to a less comprehensive database and discussing which databases not to renew for 2010-2011. Associated Students has donated a one-time amount of $2000 to cover the purchase of new books. The availability of sufficient funding from the college to cover the databases and the integrated library system is uncertain.

The Learning Resource Center provides a host of resources to support student learning. These resources are evaluated and updated regularly by faculty and staff. For printing and copying, the LRC Open Lab is equipped with 3 color copier/printer machines and one vending machine for print card purchase. In terms of software, the following are provided on all Open Lab computers to enhance student learning: MS Office 2007, internet, MyReadingLab, MyMathLab, MyPsychLab, and Sam 2003. Students utilize the software interactively in the lab to complement their classroom learning. In addition to this software, Open Lab classrooms come equipped with overhead projectors and VCR/DVD players, allowing faculty a variety of mediums with which to instruct their students.

Planning Agenda
None.

Evidence

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<td>2C.1.a.3</td>
<td>Evidence Library Funding Crisis handout</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2C.1.a/EVC_Library_Funding_Crisis_handout">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2C.1.a/EVC_Library_Funding_Crisis_handout</a></td>
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STANDARD II C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.
Descriptive Summary

The primary goal of the library is to provide a learning environment that promotes students’ acquisition of information competency skills. Library faculty members teach information competency/literacy skills, which include the ability to access, retrieve, analyze, evaluate, and apply information and to document sources. Information competency instruction at the Library is provided through one-on-one interaction with students at the reference desk; through more formalized instructional sessions arranged by teaching faculty for classes; and through a three-unit information competency course that is offered online and taught by a library faculty member.

Reference Desk Service (Individualized Assistance)

Professional Librarians are assigned to the Reference Desk during all library operating hours to provide instruction in using the online catalog, the research databases, and to assist students in accessing the print resources and services available to them at the library. Recent innovations in the provision of reference services include reference by email and by Instant Messaging (IM) chat. To access the reference chat service, students simply need to visit the library home page via the web at http://evcwebs.sjeccd.edu/library

The type of reference instruction offered varies according to the information need of the student being served.

Students with little or no experience with libraries or students who require instruction in basic library skills receive instruction in how to search the online catalog and interpret the contents of a bibliographic record; learn how the items in the library are arranged and learn how to use a call number to locate library materials. Students also learn how to use the most appropriate technology (email, printing, download, and photocopy) for extracting the information they need.

Students who come to the library to engage in research learn how to select a manageable research topic; refine their topics if and when necessary, craft a research question, and identify the concepts relevant to their queries; they learn how to build search terms and construct queries that are most appropriate for the information source being used.

Students who use library reference services are also able to develop their critical thinking skills: students learn how to apply criteria to
evaluate the quality of information (credibility, reliability, relevance, and authorship) which helps then identify the value and differences of potential information resources.

The following shows the statistics for individualized reference activity for the periods indicated in the chart. As the statistics indicate, there has been an increase in reference activity over the past three years. The totals represent the number of questions answered by reference librarians and include desk (walk-up) assistance, e-mails, chat sessions, and telephone reference activity. Evidence provided in 2C.b.1 shows a detailed breakdown of this reference activity.

<table>
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<th>Reference Activity</th>
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<tr>
<td>Total Questions</td>
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**Formal Information Competency Instruction**

Ongoing instruction in information competency is provided on a more formal basis through sessions (arranged by teaching faculty) that are held in the library Electronic Research Area (ERA) which also serves as a classroom. Librarians tailor these instructional sessions to meet the requirements of a specific assignment or to address student learning outcomes identified prior to a session. Guidelines for arranging information competency sessions are distributed to teaching faculty at the beginning of each academic term. (2C.1.b.2)

Instructional faculty are encouraged to confer with the instructing librarian to identify general student needs for information competency and methodologies to meet the goals and objectives for their classes. Often as a result of this collaboration, library faculty members create subject-specific resource guides listing print, electronic and web-based materials that can be used to guide students in their research. (2C.1.b.3) This collaboration also affords library faculty the opportunity to evaluate the library’s print and electronic collections in terms of our ability to meet curricular needs.

When specific assignments are not provided, librarians may cover one or more of the following topics during an information competency session:
Strategies and tools for selecting a research topic and supporting that research
How to use classification schemes (such as the Library of Congress Classification System) to locate materials
How to select information sources (print and web-based) most appropriate for their information needs
How to access research databases from on or off-campus
How to access quality web-based information from resources not subscribed to by the EVC Library
How to differentiate between scholarly and popular research sources
Criteria used to evaluate information sources, particularly web-based sources
How to avoid plagiarism and acknowledge information sources
How to select the documentation style appropriate for their discipline

Library handouts developed/designated and updated by librarians are an integral part of the library’s instructional program. They serve as prompts during the instructional session itself as well as reminders to the students of topics covered after they have completed the information competency session. These handouts are distributed on an individual basis at the library reference desk and some faculty include the style sheets as part of their syllabi. These handouts (also included in 2C.b.4a-g) are listed below:

Guide to Sources for Current or Controversial Topics
Outline of the Library of Congress Classification System
Guide to Remote Access to Databases
Guide to Evaluating Sources
Scholarly Journals vs. Popular Magazines
Guide to APA Citation for Books, Articles, and Electronic Documents
Guide to MLA Documentation for Print and Electronic Sources

Library research guides are available online and can be accessed via the library homepage.

The library’s classroom based instruction offered 149 classes in the 2006-2007 academic year, 146 classes in 2007-2008, and 168 classes in 2008-2009 serving 3908, 3793, and 4649 students respectively. Information competency-based instruction is becoming increasingly popular with classroom faculty, particularly as the library’s collection of electronic resource offerings has
expanded to include e-books, materials in nursing, science, and the allied health fields, and social history resources. Where once the library instructional sessions were mainly requested by English faculty, information competency sessions now range across the curriculum and serve students taking Art and Art History, Anthropology, Chemistry, Biology, Anatomy, Nursing, Management Accounting, Paralegal Studies, Social Science, Psychology, Communication Studies, Guidance (Career Planning, College Success) English as a Second Language, and others. (2C.1.b.5)

Ongoing collaboration with classroom faculty who request information competency classes remains a key to the success of the library instructional program. The results of a survey distributed by library faculty beginning last year reveal that the students benefit from the library’s formal instruction program. Survey results also provide librarians with valuable feedback that is used to improve the content and delivery style of the instructional sessions. A summary of the feedback received from classroom faculty is included in 2C.1.b.6.

*Information Competency Courses*

A library faculty member teaches a 3-unit online course offered in fall and spring semesters. In addition to providing hands-on training for students doing course-related or personal research using the Internet and other electronic sources, this course provides a variety of information competency skills including the ability to:

- Use and compare online public access catalogs (OPACs)
- Access and utilize indexes and full-text databases
- Define an information search and form a reasonable query
- Document sources using MLA and APA other citation formats
- Integrate a search using the Internet, books and periodicals
- Evaluate results of simple subject searches and sophisticated keyword searches
- Evaluate electronic and print information sources
- Consider and discuss ethical and privacy issues raised by the Internet
- Conduct their own research and to succeed as students and gain life-long learning skills
Methods of assessing students’ mastery of information competency are detailed in the course syllabus (2C.1.b.7) and in a selection of rubrics used to assess the quality of student work. (2C.1.b.8)

A library 3-unit class is offered as part of the overload assignment of the librarian faculty member who teaches it. A library one-unit information competency course was developed to be taught as part of a learning community with students acquiring information competency skills directed to specific course learning outcomes such as a the completion of a topical bibliography. Although this course has been converted to an online format, it has not yet been offered.

**Learning Resource Center**

Lab activities and configurations are under review in conjunction with the development of the new centralized Learning Center. Respective laboratories will produce commitments to action within the framework of the Strategic Plan to address effective and quality instructional material that are student centered.

Small group and class orientations are provided in the Tutoring Center on a daily basis. Instructors bring their classes often during the first few weeks of school to the Tutoring Center to receive an orientation by the Coordinator. Classroom orientations are also provided on campus by the Coordinator and/or student tutors to promote awareness of learning resources on campus and provide answers to student questions. During these orientations, students become familiar with how to receive one-on-one and small group tutoring, how to become student tutors, and other resources available in the LRC, including the Open Computer Lab and Computer Individualized Instruction courses. In addition, the LRC directs students to the library upstairs whenever questions related to information competency arise.

**Self Evaluation**

**The college is on pace to meet this standard.** The library has succeeded in extending its reference services to users beyond the library’s physical space via email and chat services. A weakness in the library’s program continues to be a shortage of desk coverage during peak reference periods. The library reference desk is not covered during instructional sessions: the librarian “or duty” at the reference desk is the librarian assigned to teach in the ERA. Consequently the library reference desk remains unstaffed during instructional sessions.
Despite shortages in staffing which may not be resolved until the state budget picture improves, the library’s instructional program continues to be one of the core services offered by the Library/Learning Resource Center. An information competency librarian is needed to update the library research guides and handouts and to create an online repository (such as a wiki) for subject-specific guides that can be updated or modified as needs, circumstances, resources, and student feedback prompt change. A full-time information competency librarian is also needed to manage the library’s instructional calendar (used for tracking classes) and update and teach the library one-unit class.

Planning Agenda

Follow program review recommendations to market library services to students and faculty
Develop more workshops/tutor training sessions with librarians that address information competency

Evidence

<p>| 2C.1.b.2   | Library Information for Faculty (guidelines for booking instructional sessions) | <a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2C.1.b/Library_Information_for_Faculty.pdf">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2C.1.b/Library_Information_for_Faculty.pdf</a> |
| 2C.1.b.3   | Subject specific resource guides (Created by library faculty to support Info Comp classes) | <a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2C.1.b.3/Fahrenheit_451.pdf">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2C.1.b.3/Fahrenheit_451.pdf</a> |
|            |                                      | <a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2C.1.b.3/Legal_Research">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2C.1.b.3/Legal_Research</a> |
|            |                                      | <a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2C.1.b.3/Nursing_Research">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2C.1.b.3/Nursing_Research</a> |
| 2C.1.b.4   | Library Handouts to support Information Competency | <a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2C.1.b.4/Evaluating_Sources">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/2C.1.b.4/Evaluating_Sources</a> |</p>
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STANDARD II C.1.c

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

Descriptive Summary

Library

Faculty, students and the community have access to services during the academic year Monday – Thursday, 8 am - 8 pm; Friday, 8 am - 4 pm; and Saturday, 10 am - 2 pm. Summer hours vary, but have been typically Monday-Thursday 10 am – 6 pm.

The Circulation Desk and Reference Desk staff is available at all times the library is open. The Reference Desk librarians may be contacted in person, by phone and email. Virtual access to reference librarians has been added to allow students access via the Internet during library open hours. Chat has been added to the reference computer providing a source for students to get quick answers for simple questions. Twitter has recently been added for constant update and content to keep students aware of news and daily activities in the library. The library website has over 30,000 visits a month and is kept updated and relevant to student needs (2C.1.c.1).

Library Instructional Sessions are conducted in the ERA Lab at the request of faculty. Instructors are encouraged to place textbooks and supplementary learning materials on reserve. Students are required to present their student ID when requesting materials on reserve.

Distance education students have direct access to the library website and databases. The catalog is online (2C.1.c.2). Students can use the system to search for materials owned by EVC and SJCC and can request delivery of materials from San Jose City College and receive them within three working days. In addition, all EVC students, including in-house library users, have access to over 8,500 electronic books (full-text online) purchased through NetLibrary and to thousands of full-text articles from journals, magazines and newspapers via the databases EVC library subscribes. In order to access the databases remotely, students are required to enter their name and student ID number. A library handout describes the various databases and remote access to them (2C.1.c.3).
The library works collaboratively with the Disabled Students Program on campus to ensure that students with disabilities have access to assistive technology in the library including a dedicated DSP room equipped with two computers with Kurzweil, Dragon Naturally Speaking, ZoomText, and JAWS Adaptive hardware includes lift tables, trackball mice, and flatbed scanners. The library has one closed circuit television for magnifying and projecting print onto a video monitor as well as creating visual contrast for the visually impaired. All video and DVDs in the collection are closed-captioned.

Learning Resource Center
The LRC Open Computer Lab is available to students Monday through Thursday from 7:45am to 8:00pm and from 7:45am to 4:00pm on Fridays. Four faculty members and two Instructional Support Coordinators are available to assist students during these hours. A Tutoring Coordinator is on hand in the Tutoring Center to assist students and tutors with their tutoring needs.

The LRC Campus Tutoring Center aids students five days a week from 9:00 am to 6:00pm Monday through Thursday and from 9:00 am to 1:00 pm Friday. Tutoring is offered on a drop-in basis, and appointments are not necessary. To become eligible for tutoring, there are two steps involved at the beginning of each semester. First, EVC students must add a zero unit II 210 Supervised Tutoring section. Once they have added this free section though the tutoring center, their progress and attendance can then be tracked through a computerized timekeeper system, SARS-TRAK. In addition, all EVC instructors sign a referral form for each course where they deem tutoring necessary for their students. This process assures that all students receiving tutoring have been referred by their instructor.

Subject specific tutors are available for students for drop-in tutoring at various set times during the week. The tutors must be EVC students who have been referred by their instructors and must meet grade point average and subject specific grade standards to become tutors. Students may check the Tutor schedule at the beginning of each semester to confirm when tutors are available for the subjects they need help in. Tutor and subject times are chosen based upon tutors’ availability as well as when the classes for that subject are offered. This is done to make tutoring times as convenient as possible for the students. Subjects tutored vary from semester to semester based upon what courses are being offered each semester.
The Tutoring Center customizes its schedule based upon student needs. If more courses of a particular subject are offered during a semester, more tutors are hired to serve that particular subject, and more tutoring times for this subject are available. For students who cannot access Tutoring during its open hours, asynchronous online tutoring is provided. Students can send their work electronically to the Tutoring Center and within three days, receive a response from a tutor with feedback and suggestions.

**Self Evaluation**

**The college meets this standard.**

**Library**

Evergreen Valley College Library’s online access to catalog, databases, electronic books, and Reference Librarians allows for the college community to easily access the library’s resources remotely. Library exhibits and displays involving current events engage students’ interest and promote awareness of the library’s resources. The increased level of online services and materials through the presence of online chat, recent purchase of ebooks, and increased number of databases has created better service for our students including distance education students. With the increasing cost of databases and state budget cuts, it is hopeful that the EVC databases will not be cut drastically. Measures such as selecting Magill on Literature Plus database as opposed to renewing Literature Resource Center were necessary due to a limited budget (2C.1.c.4).

In 2007 there was discussion of restoring the library’s Saturday hours back to 6 hours, but with current budget issues we need to consider all the costs related to this service and to provide excellent service during a concentrated level of time. In addition, students have registered complaints regarding the reduced library hours during summer sessions. Again, budget cuts make it difficult to increase the hours.

The Library has had its professional librarian staffing level reduced from four full time librarians with a full time Coordinator of the Library down to three librarians, of which one is working at 70%. This reduces the per student ratio significantly and can effect transfer and student success rates. Oftentimes, the reference desk is not covered when an instructional session is in progress, since the librarian on reference duty is the instructional librarian for information competency sessions. This creates a reduction in service to students during these times.
Learning Resource Center
Although the Open Computer Lab in the LRC serves students until 8:00 pm weeknights, the Campus Tutoring Center closes at 6:00 pm, thereby limiting its services to mainly day students. Asynchronous online tutoring for particular subjects, such as ESL and English, is a valuable resource for students who cannot access the Tutoring Center during the day, but this resource is underused. Students need to be made more aware of this service. Synchronous online tutoring should also be made available to students who cannot access the tutoring center in person (2C.1.c.5 a-c). Also consolidation of the discipline labs with the Tutoring Center and Open Lab to create a centralized Learning Resource Center with increased hours of access should be considered; this option could be piloted during the upcoming modernization of the Acacia and Roble buildings.

Planning Agenda
Continue to work with the CCC Confer online tutoring program to develop a tutoring resource for evening students.

Evidence

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STANDARD II C.1.d

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

Descriptive Summary

Library

The Library is located on the third floor of the Library/Educational Technology Center (ETC) and is alarmed by Protection Plus. Both the building alarm and fire alarm systems are monitored by Campus Police. Emergency exits in the Library are clearly posted, and fire extinguishers are located in visible locations throughout the floor. Emergency guides are located at the Circulation and Reference desks. First Aid Kits are located in the Technical Services Area, Break Room, and Circulation Desk. A member of the Library staff serves on the Facilities and Safety Committee and ensures that all Library staff is familiar with campus emergency procedures.

The Library is cleaned and maintained by the campus custodians Monday-Friday. The campus Maintenance Department is responsible for any repair, electrical and temperature control issues of the building.

The Library’s materials are protected by 3M Security System which involves securing library materials with security strips and locating the magnetic detection gates at the entrance of the library. Media, Reserve Books and laptops are secured behind the Circulation Desk.

The Campus Technology Support Services (CTSS) Department is responsible for the hardware and software installation and upgrade of computers in the library including staff and student computers. Deep Freeze and Sophos Anti-virus secure the computers in the computer lab from viruses.

Learning Resource Center

The LRC is located on the second floor of the Library/Educational Technology Center (ETC) and is alarmed by Protection Plus. Both the building alarm and fire alarm systems are maintained by Campus Police. LRC staff and/or faculty are on hand at all times when the LRC is open to students. Campus Police are notified if any disturbances or emergencies occur in the LRC.

All student computers in the LRC Open Lab and Campus Tutoring Center are available only to registered EVC students. All computers in the LRC are
equipped with Deep Freeze software and Sophos Anti-Virus that protects computers against viruses and does not allow programs without administrator privileges to be loaded on LRC computers.

**Self Evaluation**

**The college is on pace to meet this standard.** Library and LRC staff have an integral role in noticing any issues or problems with the library building. Staff maintains open communication with the Campus Police, Campus Maintenance Department and Campus Custodians whenever issues or problems arise.

The library has access to a stairway evacuation system, Evac+Chair, which can assist anyone with physical disabilities to the ground floor in case of an emergency. Formal training is needed in order for library staff to safely transport an individual to the ground floor. Periodic emergency drills are also necessary to make staff feel comfortable with the evacuation process.

The maintenance and security of the student computers in the library is satisfactory. Library staff is familiar with troubleshooting computers and network problems and maintains a collaborative relationship with CTSS in addressing computer issues. Library staff periodically evaluates the resources to ensure that the computer hardware and software are current and adequate in order to meet staff and student needs.

**Planning Agenda**

- Request formal training in utilizing the Evac+Chair.
- Schedule library fire and earthquake emergency drills at least once a year.

**Evidence**

None.
STANDARD II C.1.e

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

Descriptive Summary

Library

EVC Library relies on several library vendors to support library services. The library maintains and reviews contracts annually. Among the vendors are Innovative Interfaces Inc., Community College Library Consortium, OCLC, LTI, Ebsco, and Ricoh.

EVC Library shares its integrated Library System with San Jose City College Library using Innovative Interfaces Inc; therefore, the campuses share the maintenance cost for the system. This requires staff at both institutions to communicate with each other whenever there is a change or upgrade to the system. This also requires communication with the district’s CTSS and ITSS whenever changes or problems arise with the system.

The Library is a member of the Library Consortium, a joint project of the Community College League of California and the Council of Chief Librarians (2C.1.e.1). This permits the library to receive discounted subscription to its databases. The Business and Workforce Development and Nursing departments fund 2 additional databases, Learning Express Library and CINAHL Plus with Full Text (2C.1.e.2).

The Library subscribes to services with Online Computer Library Center (OCLC) for cataloging and interlibrary loan programs. The library has Interlibrary Loan guidelines for borrowing from other libraries as well as an Intra-Library Loan guideline for borrowing from San Jose City College Library. Both colleges loan materials from their general collections to students enrolled in the district, with the exception of media materials.
The library maintains a contract with Library Technologies, Inc. (LTI), a library automation vendor which provides database preparation services including duplicate record resolution options, MARC record updates and clean-ups, local system item field builds, and batch and continuing authority control.

The Library has a periodicals contract with Ebsco for periodicals in print. Each year the librarians review the print periodical collection to select or deselect based on circulation and curriculum need.

EVC has a contract with Ricoh which provides copiers and printers throughout the campus. The Library has two photocopiers and one printer. All machines provide black and white photocopies and prints including one that provides color.

**Learning Resource Center**

The Campus Tutoring Center in the LRC ensures that all of its student tutors meet California Reading and Learning Association (CRLA) guidelines in accordance with the CRLA. Each semester, new tutors become CRLA certified by completing a mandatory online tutor training course with a full time instructor. Every five years, CRLA certification with EVC is renewed.

Blackboard provides a tracking function for instructor to monitor tutors' hits and time spent on lessons and other requirements. Instructor uses tracking information to evaluate tutor participation and completion. Now that the college is transitioning from Blackboard to Moodle, staff will determine if Moodle offers a tracking function.

**Self Evaluation**

The college meets this standard. The library maintains an open and collaborative working relationship with San Jose City College library (SJCC) Library staff is in constant communication regarding the uploading of student files, system upgrades or any changes related to integrated library system. Both libraries are currently planning an upgrade its online public access catalog interface via Innovative’s Web Refresher service. (2C.1.e.3)

Both interlibrary and intra-library loan service are beneficial to students and faculty on campus. This allows the campus community to gain access to materials that are not in the library’s collection. With a strong collection development in place, there has been less material sought after outside the library. No books were borrowed via OCLC inter-library loan in 2008-2009 and
only 1 was loaned to another library other than SJCC. This is a significant drop from the numbers presented in the last accreditation report: books borrowed were 33, and books loaned were 26. In the last accreditation study, it was noted that there has been a recent balance in intra-library loans with SJCC. Current data shows that this continues to be the case with a slight increase in 2009.

<table>
<thead>
<tr>
<th>Year</th>
<th>EVC loaned to SJCC</th>
<th>SJCC loaned to EVC</th>
</tr>
</thead>
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<tr>
<td>2007</td>
<td>168</td>
<td>159</td>
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<td>2008</td>
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<td>182</td>
</tr>
<tr>
<td>2009</td>
<td>194</td>
<td>172</td>
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The library continues to actively participate in the consortium and to keep abreast of current practices in other libraries. The college keeps track of database statistics to monitor the validity of the resources for its students (2C.1.e.4). Discussion of databases allows librarians to determine whether a database should be renewed for the following year. Since 100% of state categorical TTIP funds were cut, the library has brought this issue up to the campus in hopes that the college will cover the cost of the databases to be renewed summer 2010 (2C.1.e.5).

The Ricoh copier system now requires that students use their student IDs as their copy/print card. This requires constant communication to students to encode their cards upon photocopying and printing and reminding them that there is a minimum balance required in order to copy or print. Some of the current problems include value machines only accepting bills, and unavailability of coin-operated machines. Otherwise, support for training has been readily available to staff from Ricoh associates.

**Planning Agenda**

Continue to upgrade the Library Catalog Interface.

**Evidence**

<table>
<thead>
<tr>
<th>2C.1.e.1</th>
<th>Council of Chief Librarians California Community Colleges Electronic Access and Resources Committee</th>
<th><a href="http://www.cclibraries.org/">http://www.cclibraries.org/</a></th>
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<td><a href="http://evcwebs.sjeccd.edu/library/database.htm">http://evcwebs.sjeccd.edu/library/database.htm</a></td>
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</table>
STANDARD II C.2

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

Descriptive Summary

Library
The program review serves as a fundamental guide for the library to evaluate many aspects and fully examine its services. The last program review was completed in 2006 (2C.2.1). At the completion of the program review, strengths and weaknesses as well as opportunities were identified. This document provides an overview of the program and a needs assessment in order to achieve its goals and objectives.

Statistics are collected annually on the number of items (books, reserves, etc) checked out from the library, number of reference requests, number of instructional sessions, the number of hits to the library website, the number of database searches made, and the number of holdings the Library has.

A key component of the library’s efforts to evaluate and improve its services involves conducting surveys on its campus. These surveys include the Student Accreditation Survey, an in-house student survey, an in-house student reference survey, Faculty Accreditation Survey, and faculty survey for library instruction. These surveys provide the necessary feedback for improving library services and evaluating student learning outcomes achieved as described in the library’s program review.
Interaction with students, faculty, staff, and the campus community allow for open dialogue to see how the library measures up in service and resources.

**Learning Resource Center**

The Campus Tutoring Center assesses its services through student and faculty feedback. Student feedback is provided in the form of student surveys given at the end of each semester while faculty feedback is provided through ongoing communication between the Tutoring Coordinator and instructors throughout the semester and during division meetings. (2C.2.2)

**Self Evaluation**

**The college meets this standard.** Library specific student surveys have been developed and administered to both the students attending instructional sessions and those receiving reference help. The former measures information competency following the sessions and provides feedback from classroom faculty. Suggestions for improvement have been solicited at Professional Development sessions from faculty. Surveys are regularly conducted in instructional sessions, especially during Tenure Reviews and regular Reviews of Librarians.

As mentioned earlier, the library regularly collects and evaluates usage data of library materials, including circulation and use of online database. This data is useful in library collection development.

The Accreditation Student survey indicated a positive view of the library in terms of its resources (1.70 on a scale of 1 to 5, with 1 being the highest and 5 the lowest possible score) and ability to use the library well (1.82 on a scale of 1 to 5). In addition, the Library Student Survey which was conducted in the library indicated a positive view of the library’s services. Of the 191 respondents, 90% either agreed or strongly agreed that the library equipment met their needs, while 81% either agreed or strongly agreed that the library’s collection fulfilled their information and educational needs. Results in the survey indicate that more than half of the students come into the library to check out a computer or use the library for quiet study while 36% of the students indicated that their visit to the library was for research purposes. A majority of the survey comments asked for longer library hours, an issue that is often addressed within the division. Overall 82% of the students agreed or strongly agreed that the library hours are adequate for meeting their study and research needs. (2C.2.3)
Students with research needs completed a Library Reference Desk Survey that rated their information seeking skills after the interaction with the librarian. The survey revealed that 91% of the students are now better able to use the library catalog and 52% indicated they are now better able to access databases and retrieve articles relevant to their research topic. The low percentage for accessing databases does not reveal whether the student required access to the databases. A future survey may suggest that the librarian list the inquiry and resources used after the reference interview (2C.2.4).

The Accreditation Employee Survey also indicated a positive view of the library and learning resources by agreeing (1.91 on a scale from 1 to 5). Faculty evaluations for library instruction are ongoing throughout the year. Results reveal which aspects of the presentation were found useful, not useful or needed improvement. The majority of the respondents (94%) indicated that coverage of the research databases were the most useful aspect of the presentation. Dialogue with the instructor provides the necessary feedback for improving or modifying presentations scheduled in the future. (2C.2.5)

In addition, the Library and Learning Resources Division is working with the college’s SLO Subcommittee to develop a comprehensive assessment plan to measure fulfillment of SLOs. Library, Tutoring, and Open Lab have begun working on assessing existing SLOs and will utilize the results of those assessments to pinpoint quality improvements as well as needed revisions of SLOs. The remaining programs within the LLR division will continue this work. As a meaningful SLO Assessment Plan is developed for each program, the division will be better able to evaluate its programs and make evidence-based improvements to promote student learning. (2C.2.6.7)

Planning Agenda

Continue implementation of SLO and Assessment for Library, Learning Center, and Tutoring Services according to the established plan.
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<th>Evidence</th>
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<tr>
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<td>Tutoring student feedback form</td>
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<td>2C.2.6</td>
<td>SLO Progress Plan for LLR</td>
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STANDARD II C.2 | Evergreen Valley College
Standard III: Resources

The institution uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III A  Human Resources

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

STANDARD III A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

STANDARD III A.1.a

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

The SJECCD has developed policies for ensuring that all personnel are qualified by appropriate education, training and experience to provide and support all programs and services. These policies are outlined in the SJECCD Board Policy Chapter 7 and posted on the SJECCD website.

These policies include, but are not limited to, providing full, objective and equal access for all applicants; actively seeking applicants who demonstrate the required technical expertise, competency, and sensitivity that will enable them to work effectively in a multicultural educational environment; complying with all federal, state, and local laws; ensuring participation by faculty, classified staff, administration, and students in their respective roles throughout the process; providing training in equal opportunity and legal selection procedures so that fair and equitable treatment of all individuals can be assured; ensuring diversity on all screening committees; and maintaining confidentiality throughout the process.

Guidelines for the selection of all employee groups – classified staff, full- and part-time faculty, and managers – have been clearly delineated in the “SJECCD 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 2009. The guidelines cover development of the job announcement, selection of the screening committee, development of the assessment plan, the screening application materials, the screening of candidates, the recommendation of finalists, final interviews, reference checks, and the candidate-approval process. The director of employment services and diversity in the district Human Resources (HR) Department works closely with screening committees to provide orientation and training for the committee members and to assist in all steps of the selection process, starting with the job announcement. All job announcements provide a description of the district and Evergreen Valley College and include reference to institutional mission and goals. All job announcements emphasize the importance of an applicant’s ability to demonstrate sensitivity in working with a multicultural, multilingual educational environment.

Specific duties and responsibilities of each position are clearly outlined in all job announcements. Job announcements for faculty positions are written by
the screening committee, which is composed of a majority of discipline experts, and clearly state minimum qualifications, as determined and published by the state Academic Senate. The announcement emphasizes the importance of discipline knowledge, current pedagogy, and commitment to student learning. The process for classified staff and managers is similar with job announcements written by the screening committee based on the knowledge, skills and abilities needed to carry out the duties and responsibilities of the position in an effective manner.

The college incorporates the shared governance process in determining positions to be hired. (3A.1.a.1) Each constituency group (faculty, staff, and management) submits its recommendation, which is reviewed by the College Budget Committee and College Council for recommendation to the President. This process is integrated in the Program Review process for those who are under review.

For new faculty position requests, the college uses a clearly delineated process utilizing “Faculty Request Process” form where each Division engages in a division-wide review and discussion of the requests/recommendations prepared by discipline faculty in the department who are requesting positions. Rationale and recommendations for requesting new faculty positions are accompanied by data and evidence when faculty present their requests/recommendations to their division colleagues. Once the division rates its common recommendations for the new positions, they are forwarded to and reviewed by the Instructional Council group: division deans and vice presidents of academic affairs and student affairs. The Academic Senate also reviews the division recommendations concurrently. The vice presidents of academic affairs and student affairs and the president of the Academic Senate share and compare their recommendations and engage in discussion prior to forwarding them to the College Budget Committee and College Council. The College Council reviews and discusses recommendations and makes an institutional recommendation for the new faculty positions to the president.

The college president reviews these recommendations and makes a decision. The president then submits his recommendation to the District to obtain approval from the Board of Trustees. The hiring administrator, along with its search committee, develops the job announcement through HR utilizing People Admin online software. The Employment Services Office within HR at
the district reviews, posts, announces, and publicizes all positions. (3A.1.a.2)
The college uses the established state minimum qualifications and district
equivalency policy to ensure the qualifications of certificated applicants
including graduation from an accredited institution. (3A.1.a.3) EVC’s
commitment to the shared governance process includes in all screening
committees for every position representatives from all constituency groups to
assure a breadth of perspectives.

District procedures ensure that faculty play a significant role in the selection
of new faculty. Faculty screening committees always include four faculty
members, a majority of whom are faculty, with a minimum of two discipline
expert along with two members each from classified, management, and
students allowing no more than a total of ten members. Faculty members on
screening committees participate in equivalency training led by the president
of the Academic Senate or his/her appointee. In addition, all screening
committee members participate in diversity procedure training by the HR
Office prior to their committee work. Classified supervisors and classified
committees have no more than ten members, while instructional dean’s
maximum screening committee is eleven, chancellor and president positions
up to thirteen including one or two community members who are appointed
by the chancellor or president after notifying the Academic Senate.

The committee’s initial responsibility is to review the application. The
screening committee develops paper screening, interview and reference
questions which address the knowledge, skills, and abilities of each applicant,
as they pertain to the duties and responsibilities of the position. Many faculty
screening committees include a teaching demonstration as part of the
screening process. Many classified positions include a skills demonstration as
part of the screening process. All screening committee questions are
approved by the president or his/her appointee for content and HR for
employment-related information. HR reviews all applications to assure that
they are complete, meet minimum qualifications and/or have requested
equivalency.

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. This process includes a review of transcripts and course descriptions.

The faculty equivalency process, revised by the district Academic Senate (3A.1.a.4), includes review by an equivalency committee, made up of discipline experts, Academic Senate President or his/her designee, and area dean. The job applicant is responsible for submitting the required forms and supporting documents to assert an equivalency. In the case of classified applicants, HR staff has developed general guidelines for determining equivalence.

HR informs the Academic Senate President or appointee on the committee of any equivalency applications for faculty positions for review and approval using the process described above. Applications that meet the minimum qualifications and have met equivalency are forwarded to the screening committee for review to complete the process.

At the completion of the process, once all rigorous reference checks are completed, the screening committee forwards the names of at least three unranked finalists to the hiring managers or to the college President for his/her selection.

The hiring of adjunct faculty members is primarily performed by the division deans in collaboration with the discipline faculty.

The most recent “Procedure for Hiring Part-Time Faculty per District’s Affirmative Action Plan of 1996” is going through revision. The current revision date is August 19, 2009. The dean or designee shall serve as chair of the interview committee. The committee shall consist of at least two faculty knowledgeable of the subject area or related area. The deans are required to adhere to established state minimum qualifications and District Equivalency Policy. HR through the use of People Admin software has established a process for the deans to submit adjunct faculty positions to be advertised. Applicants may submit applications through the People Admin software or directly to the hiring Dean. HR notifies the hiring Dean when applications are received. The deans, with full-time faculty, interview and establish a pool of pre-screened applicants.

In order to seek qualified applicants, HR staff routinely advertise classified, faculty (full and part-time), and administrative positions in the following outlets: the SJECCD website, The California Community Colleges Registry,

**Self-Evaluation**

**The college meets this standard.** The processes for employing personne operate successfully. Each constituency is well represented in the selection process of its members. The position hiring process is also reflected clearly in the existing institutional documents, as well as in the District’s Screening Committee Orientation/Training booklet where process and procedures are laid out for the college. (3A.1.a.5) In addition, there have been considerably positive changes that have occurred with the District HR website, [http://www.sjeccd.edu/hr/Pages/Human%20Resources.aspx](http://www.sjeccd.edu/hr/Pages/Human%20Resources.aspx). The website lists HR staff, Administrative Evaluations, Employment Opportunity, Benefits, Policies and Procedures, Salary Schedules, Collective Bargaining Agreements, Frequently Requested Forms and Worker’s Compensation forms and information. HR, in collaboration with the campuses, continues to expand its advertising contacts through electronic posting and publications which have continued our commitment to go “green” or minimize our paper. The hiring administrator of a vacant position, along with HR, attends job fairs throughout the State to promote position vacancies. HR is in conversation with the hiring administrator to find advertising target areas specific to the vacancies. The college’s executive team instituted the yearly “Dean’s Academy” in 2007. This academy includes training and updated information on employment hiring procedures and policies. The deans also receive State and Federal regulations concerning employment laws and procedures (3A.1.a.6)

**Planning Agenda**

Completion of the “Procedure for hiring part-time faculty”

**Evidence**

| 3A.1.a.2 | Employment Opportunities | [http://www.sjeccd.edu/hr/employment/Pages/EmploymentOpportunities.aspx](http://www.sjeccd.edu/hr/employment/Pages/EmploymentOpportunities.aspx) |
| 3A.1.a.3 | Hiring Procedures | [http://www.sjeccd.edu/hr/employment/Pages/RecruitmentHiring.aspx](http://www.sjeccd.edu/hr/employment/Pages/RecruitmentHiring.aspx) |
| 3A.1.a.4 | Faculty Equivalency | [http://www.sjeccd.edu/hr/Documents/equiv_form.pdf](http://www.sjeccd.edu/hr/Documents/equiv_form.pdf) |
3A.1.a.5 Screening Committee Orientation: Process, Equal Employment Opportunity and Diversity in Recruitment and Hiring


3A.1.a.6 Deans Academy Agenda


STANDARD III A.1.b

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

All personnel are evaluated systematically and at stated intervals. Evaluation procedures for faculty, staff, and administrators are available on the SJECCCE webpage. These processes are covered in board policies and procedures and in contracts negotiated with the respective collective bargaining units: Faculty Association AFT 6157 for faculty and California State Employee Association (CSEA) for classified personnel.

In accordance with AFT contract, a four year tenure review evaluation process is utilized for tenure-track faculty. The purpose of the tenure-review period is to give faculty members an opportunity to demonstrate that they meet the performance criteria established. During the four-year tenure-review period, new full-time faculty is evaluated by a three member Tenure Review Committee which membership includes the division dean and two tenured faculty members. Tenure-track faculty is also assigned to 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
administrative/peer evaluation form and the 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, which include student evaluation, faculty portfolio, Growth and Development plan, peer observation, and division dean observation each of the four years before a recommendation is made. Recommendations and commendations, signed by the candidate, are sent each year of tenure-review to the office of the appropriate vice president and president. The president or his designee reviews and comments on each document, signs, and forward them to the district’s HR. 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 Faculty Association Grievance Office who serves as an observer. The immediate administrator, in consultation with the Tenure Review Committee, develops a written Improvement Plan for the faculty who was placed on either “Needs Improvement” or “Does Not Meet the Requirements of Assignment” with clearly identified timeline for completion with recommendations for corrective actions. The tenure-track faculty on Improvement Plan can remain in this status no more than four semesters. Tenured faculty (both instructional and evaluations occurs once every three academic years. The process is intended to be proactive and to ensure that tenured faculty members are treated fairly and objectively by established criteria. The goals of the evaluation process are to communicate with tenured faculty about his or her goals, to document and measure performance, and to set professional goals. The evaluation process includes administrative, peer, and student evaluations. The Evaluation Committee consists of the immediate administrator or designee and one tenured faculty member who has competency in the field and who is selected by the faculty member. Student evaluations are administered in at least one class or service area each semester. All faculty members are required to complete a self-evaluation which should be included as part of the Evaluation Portfolio. (3A.1.b.1)

Full-time tenured faculty evaluation occurs once every three years. The Evaluation Committee (EC) is consisted of the immediate administrator or designee who has professional competency in the field or discipline of the faculty member, and one tenured faculty who has competency in the field
and who is selected by the Academic Senate. Criteria for the evaluation contain three major components: professional criteria, collegial criteria, and organizational criteria. These criteria are evaluated through faculty’s Growth and Development plan, classroom observations, and student survey. A faculty 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 a written “Work 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 Work Improvement plan, the faculty may be allowed to continue on specific areas of concern identified by the EC. If the faculty shows an insufficient progress for the Work Improvement plan, the EC reports to the College President and appropriate disciplinary action will be taken (3A.1.b.1)

Adjunct faculty evaluation occurs in the first semester of service, and at least once every six semesters thereafter. Adjunct faculty are divided into three distinct groups: those who have achieved seniority rehire preferences (SRP); those involved in the process to achieve seniority rehire preference; and those working less than 33%, the required load to be considered for seniority rehire preference. The goals of the evaluation process are to communicate with the faculty member about his or her performance, to document and measure performance, and to set professional goals. The Evaluation Committee consists of the administrator and a peer faculty member in the discipline. Each evaluation shall include at least one observation by a peer. The supervising administrator may conduct and include an additional observation. Student evaluations will be conducted each semester. Adjunct faculty assigned a load of 33%, 40% or more (SRP adjunct faculty) shall be evaluated in each of three consecutive semesters. Each of these three evaluations shall include at least one observation by a peer. The supervising administrator may conduct and include an additional observation. Student evaluations will be completed in one class in each of the three semesters. Once SRP is obtained the faculty member shall be evaluated every sixth semester. Such evaluations shall include at least one observation in the sixth semester by a peer. The supervising administrator may conduct and include
an additional observation. Student evaluations will be conducted for each of the six preceding semesters. Re-employment preference may be withdrawn if an appraisal of the adjunct faculty member’s performance is “needs improvement or unsatisfactory,” if there is prior discipline, or if an investigation of student complaints or surveys substantiates performance problems. An improvement plan may be discussed with adjunct faculty members who receive a “needs to improve or unsatisfactory” evaluation (3A.1.b.1)

The college has in place necessary and appropriate employee performance evaluation policies and processes for management, supervisor, and confidential staff. Employee performance evaluations support college values and goals by building communication links between administrators, supervisors, faculty, and staff; identifying education and training needs; aligning work efforts with college objectives; and, defining areas of strength and needs. The performance evaluation process helps to inform employees and provides employees opportunities to adjust and improve.

The college emphasizes its importance in conducting all evaluations in a timely manner where the procedure, schedule, and timelines are reviewed and discussed in the Administrative Council meeting, annual Deans Academy and weekly deans meeting, and respective department and program meetings.

Management and supervisory personnel are evaluated in accordance with Education Code 87663 and district policy 2800 (of the old policies; the HR area has not been updated as of this report) which are completed in a timely manner. During 2005-2006, under the new leadership and administrative team, the District has undertaken an important project, with an external consultant, where all existing job descriptions for the managers and classified employees were reviewed, cross-referenced with the title and code, and streamlined to reflect its actual job duties and responsibilities. With these clearly aligned job descriptions, new evaluation procedures were developed and implemented in 2007-2008. All managers are evaluated annually starting with a goal setting in fall and between two types of evaluation: comprehensive and annual. A Comprehensive Administrator Performance Evaluation includes annual goals and its reflection, self-evaluation, supervisor’s evaluation, and 360 comments and feedback from those individuals with whom they work closely. These 360 feedbacks include
individuals from all constituency groups including FA and CSEA, as well as individuals from the San Jose City College and the District office. There is a comprehensive Administrative Evaluation packet that delineates the process and timeline that includes appraisal forms, Position Responsibilities with supervisor’s comments, Behavior Skills Area form completed by the supervisor; Rationale for Overall Rating, Signature Page and Recommendation on extension of the administrator’s contract. A newly hired administrator goes through a comprehensive evaluation in the first two consecutive years and switches to an annual evaluation in his/her third year. A comprehensive evaluation occurs every three years thereafter. An annual evaluation includes all but the 360 portion of the comprehensive evaluation and it is conducted solely by the administrator’s supervisor. (3A.1.b.2)

Classified staff evaluations are conducted annually on their original hire dates annually by the immediate supervisor. (3A.1.b.3) In conjunction with the streamlining of the administrative evaluation during 2007-2008, the college, in concert with the HR at the District, began significant effort to conduct classified evaluations in a timely manner. The college receives from the HR office a list of names and original hire dates of the area classified staff on an annual basis and conduct evaluations in a timely manner. Probationary classified employees are evaluated three times during the first year of employment, 3rd, 6th, and 11th months. After the probationary period, all employees are evaluated annually on the employee’s anniversary date. The intent of the evaluation process is to help employees improve their performance. The Evaluation Guidelines for classified employees include three evaluation documents for an administrator to utilize which are Evaluation – Exceeds Expectations; Evaluation – Meets Expectation; and finally the Full Evaluation. (3A.1.b.4)

Self-Evaluation

The college is on pace to meet the standard.

Evaluation procedures for all employee groups are thorough, well-established, detailed, and successfully documented. Evaluation policies and procedures of all employee groups specify deadlines to ensure that follow-up of evaluations are done in a timely manner. The majority of evaluations of faculty, classified and administrators are completed according to schedule. The district has made significant improvement in the administrators and classified evaluation procedures and forms, which has resulted in a more
effective evaluation instrument. In addition, HR now provides information to all managers regarding the evaluation dates for all classified employees. The FA contract spells out very clearly the purpose of faculty evaluations, and the roles and responsibilities of each participant.

The manual collating of employee input to the 360 administrator’s evaluation, Behavioral Skills Areas, is time consuming. While the tool adequately measures the effectiveness of personnel performing their duties, there is a room for the collation and summation process to be improved through technology. While tenure-track faculty and adjunct faculty (both new and SRP) evaluations are conducted in an efficient and timely manner, there is a room to improve on conducting tenured-faculty evaluation in a more consistent and timely manner. It is challenging to solicit tenure-faculty to be on the Evaluation Committee (EC) for the tenured-faculty evaluation when their time to serve in such capacity is limited.

The faculty evaluation process is difficult to apply to online or hybrid classes since the standard peer evaluation and student survey components are designed for in class use.

**Planning Agenda**

*Conduct regular faculty evaluation in a timely manner.*

**Evidence**

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STANDARD III A.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Evergreen Valley College does not directly evaluate faculty on effectiveness of achieving student learning outcomes. Teaching effectiveness is evaluated in the peer observation in the categories of subject matter knowledge, appropriateness of methods of instruction, organization of class, appropriateness of assignment for the objectives of the course, effective communication and promoting independent thinking. Student surveys also address teaching effectiveness. Student learning outcomes are directly considered in the program-review process and indirectly considered in faculty evaluation. The College has established the official course outline for each course as the location for listing student learning outcomes and assessment methods for ascertaining if these outcomes are realized. Faculty members are evaluated, in part, on whether they follow course outlines for their classes and on their portfolios, which include syllabi and sample assessment tools. If these are not adequate, recommendations for improvement are made.

The college is in the process of updating all course outlines to include student learning outcomes (SLO’s) and assessment. The timetable for this process calls for all course outlines to have been updated to include SLO’s by 2012. In addition to the course-level SLO and its assessment, a newly instituted SLO Subcommittee established a clearly identified SLO and assessment implementation plans and timeline for the institution that include degree, certificate, program and services, and institutional level of SLO. This implicit work started in fall 2009 and all implementation plans are to be completed by 2012. (3A.1.c.1)

Self-Evaluation

The college meets this standard. Teaching effectiveness is currently measured using a variety of criteria. As student learning outcomes and assessment implementation plans are executed across campus based on the established timeline (2012), there will be greater opportunities to evaluate its
effectiveness. Evaluation standards and processes are negotiated between the district and the faculty union, FA.

Planning Agenda
None.

Evidence

| 3A.1.c.1 | SLO Implementation Plan | http://evcwebs.sjeccd.edu/about/slo/III) 3A.1.c.1 SLO Implementation Plan.pdf |

STANDARD III A.1.d

_The institution upholds a written code of professional ethics for all of its personnel._

Descriptive Summary

A written Code of Ethics and Standard Practices appears in District Board Policy, BP 2715, approved by the Board of Trustees on January 10, 2006. (3A.1.d.1)

Chapter 8 of the _EVC College Catalog, 2009 — 10_, the _Schedule of Classes_, and the college website include the following campus and district policies: (3A.1.d.2, 3)

- Academic Freedom Policy
- Drug-Free Work Place Policy
- Statement of Nondiscrimination (includes zero tolerance, discrimination and harassment)
- Policy on Consensual Relationships
- Standards of Student Conduct (includes Academic Standards and Behavioral Standards and Consequences)

Board policy and related district and college policies and procedures serve as guidelines related to harassment, mutual respect, discrimination, and diversity. (3A.1.d.4)

Self-Evaluation

_The college is on pace to meet this standard._

District Board Policy, BP 2715, relates specifically to the members of the governing board. While all employees are bound by district policies, the
college does not have a written institutional code of ethics statement that applies specifically to the college.

Planning Agenda

Develop an institutional code of ethics specifically for the college for each category of employee. To ensure fairness and consistency, these codes should be initially developed at the district level.

Evidence

<p>| | | |</p>
<table>
<thead>
<tr>
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<td>3A.1.d.1</td>
<td>Governing Board Policy Code of Ethics</td>
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<td>3A.1.d.2</td>
<td>Employment Policies and Procedures</td>
<td><a href="http://www.sjeccd.edu/hr/PandP/Pages/HRPnP.aspx">http://www.sjeccd.edu/hr/PandP/Pages/HRPnP.aspx</a></td>
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<td>3A.1.d.1</td>
<td>EVC Catalog 2009-10</td>
<td><a href="http://evcwebs.sjeccd.edu/catalog/chapt_er8.pdf">http://evcwebs.sjeccd.edu/catalog/chapt_er8.pdf</a></td>
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</table>

STANDARD III A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

Staffing levels for the college were at the following levels as of spring 2010:
Staffing Levels Spring 2010

<table>
<thead>
<tr>
<th>Management 14</th>
<th>Full-Time Faculty 126</th>
<th>Adjunct Faculty 184</th>
<th>Classified 127</th>
<th>FTEF 127.689</th>
<th>Credit FTES* 3505.41</th>
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<td>Certificated Managers 11</td>
<td>Tenured Faculty 99</td>
<td>SRP Adjunct Faculty</td>
<td>Classified Part-Time 89</td>
<td>Full-Time Regular 109.49</td>
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<td>Classified Supervisors 3</td>
<td>Tenure Track Faculty 23</td>
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<tr>
<td>Confidential 1</td>
<td>Temporary Full-Time Faculty 0</td>
<td></td>
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</tr>
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</table>

Totals

| Credit FTES* | 3505.41 |

Human Resources, Payroll, Fiscal Services, Facilities, Information Technology Support Services (ITSS), and the Office of Research and Institutional Effectiveness, are handled by the district office and, thus, are not reported and funded as Evergreen Valley College staff. Campus-level Fiscal Services, Campus Technology Support Services (CTSS), and grounds staff are included in the numbers above.

Staffing levels of all personnel groups are reviewed by the College Budget Committee, a shared-governance group which recommends staffing allocations to the President. The college has a clearly delineated mechanism to request new full-time faculty starting from a department/division level-review and discussion based on data and needs that are in alignment with the college’s mission. In addition, Program Review Criteria includes data-driven analysis of the staffing needs where applicable.

During the historic budget crisis starting in 2008-09 year, the president exercised a transparent consultation process in determining the college’s recommendations for budget reduction plans to the District and to the Board of Trustees. Practically, consultations on all levels occurred where each of the shared-governance committees and functional groups were consulted and engaged in reviewing and discussing the budget reduction recommendation College Council, Budget Committee, Academic Senate, Curriculum Committee, Administrative Council, College Technology Committee, and both FA and CSEA unions. This process will continue as we prepare to face the persisting severe budget crisis.

* Prior to June 2010 Positive Attendance Report

STANDARD III A.2 | Evergreen Valley College
Levels of management, faculty, and classified declined in the last two years due to the state budget crisis. The college strives to maintain a 75/25 full-time/part-time faculty ratio, as recommended by the state Academic Senate and called for in statute. However, as a result of the hiring freeze and not filling existing vacancies, the current ratio is 60/40. Once the budget situation improves, the college will proceed with full-time faculty hiring.

Most recently in March 2010 to address $2.5 million deficit anticipated for 2010-2011, each college, through its shared-governance consultation process, and the district council (consisting of representatives from each constituency group from Evergreen Valley College, San Jose City College, and the District) agreed on a draft of the “a la carte menu” of recommendations for budget reduction for 2010-2011 and presented to the board of trustees. While some position reductions were included, recommendations for an organizational restructure to move and streamline the Campus Technology Support Services to the district’s Information Technology Support Services is included to increase effectiveness and efficiency of its operation and services. Similar review of other areas of operations will continue to be analyzed and discussed.

Per the Educational Master Plan conducted in spring 2010, the college’s average productivity rate is 571 of the statewide benchmark of 525 (the load is the ratio of weekly student contact hours to FTE) which confirms the college’s strong commitment to efficient operations and services to support the college’s mission and purposes.

Self-Evaluation

The college meets the standard. The college has sufficient staff to meet the needs of the students and to achieve the mission and goals of the college. There is minimally adequate full-time faculty to keep the curriculum up-to-date, conduct program reviews, and to provide needed contributions on committees, including hiring committees. The college also has a minimally adequate number of administrators; some administrators have taken on additional responsibilities to cover duties of vacated and other unfilled positions. Classified staff are at minimally adequate levels to support the college’s mission and goals; however due to reduction in force since 2009, if a member of the classified staff has a prolonged absence, the college finds it difficult to cover the function.
Planning Agenda

None.

Evidence


STANDARD III A.3

_The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered._

STANDARD III A.3.a

_The institution establishes and adheres to written policies ensuring fairness in all employment procedures._

Descriptive Summary

All policies, as well as rules and regulations, governing employment procedures including Sexual Harassment policy 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. Each administrator is responsible for maintaining a current copy of Rules and Regulations. Administrative procedures implementing board-adopted policies are developed by designated administrators. All constituencies, including FA, CSEA, and Academic Senate, participate in shaping personnel policies and procedures through the District shared governance, District Council. FA and CSEA handle grievance regarding working conditions.

The college adheres to written personnel policies and procedures that have been developed by the SJECCD HR Department to ensure fairness in all employment procedures. General principles include district compliance with federal, state and local laws, and district commitment to equal opportunity, fairness, and inclusion. Included are policies on unlawful discrimination, sexual harassment, family medical leave, hiring, equivalency, and other policies governing hiring and working conditions. The district has established procedures for handling and investigating any complaints of discrimination in
the employment process which can also be found on the SJECCD website. (3A.3.a.1)

**Self-Evaluation**

**The college meets this standard.** The written policies and procedures have been developed and refined adequately to ensure fairness in employment procedures.

Response to the Employee Survey conducted in February 2010 indicate that 60 percent of faculty and staff believe that they are treated equitably; 66 percent responded that the college demonstrates an appropriate understanding of and concern for issues of equity and diversity through its policies and practices; and 55 percent of employee indicated that search and selection policies for personnel are fair to all applicants. (3A.3.a.2)

The district has received no discrimination complaints with respect to hiring procedures. There have been five formal Equal Employment Opportunity Complaints in the district in the last three years. All resulted in a failure to find any discriminatory practices.

**Planning Agenda**

None.

**Evidence**

<table>
<thead>
<tr>
<th>3A.3.a.1</th>
<th>SJECCD Board Policy, Chapter 7</th>
<th><a href="http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx">http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx</a></th>
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<td><a href="http://evcwebs.sjeccd.edu/accreditation/">http://evcwebs.sjeccd.edu/accreditation/</a></td>
</tr>
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</table>

**STANDARD III A.3.b**

*The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

**Descriptive Summary**

All employees have access to the contents of their own personnel files. All information is held in confidentiality by HR at the district office, except to verify employment and salary.

District-trained employees maintain all personnel records.
Financial/payroll records and individual faculty, classified staff and administrators’ records are kept at the district office while adjunct faculty personnel files are maintained by the Office of Academic Support Services or campus. These files are maintained in strict accordance with the provisions outlined in Article 6 of the FA Agreement (3A.3.b.1), Article 17 of the CSEA agreement (3A.3.b.2). Any employee may request to review his/her personnel file in the presence of HR staff. Employees are encouraged to add to their personnel file additional training and other supplementary documents to complement their records.

The provisions of the bargaining agreements in relation to personnel records are strictly adhered to.

**Self-Evaluation**

The college meets the standard.

**Planning Agenda**

None.

**Evidence**

| 3A.3.b.2 | Collective Bargaining Agreement SJECCD and CSEA, Chapter 363 | [http://www.sjeccd.edu/hr/employeeinfo/Pages/Classified.aspx](http://www.sjeccd.edu/hr/employeeinfo/Pages/Classified.aspx) |
| 3A.3.1 | SJECCD Board Policy Chapter 7 | [http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx](http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx) |
| 3A.3.2 | Evergreen Valley College employee personnel records | Hard copy available on site. |

**STANDARD III A.4**

*The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

**Descriptive Summary**

Issues of equity and diversity are part of the college’s core values and permeate every aspect of college life. Many policies and practices are in place that addresses both. In regards to equity, the college embraces equity, opportunity, and social justice as its core value in alignment with the district’s mission.
The college adopted, through a shared-governance process, a Student Equity Plan in spring 2005 which is currently undergoing a review and update process.

The policies and practices that address the college’s commitment to an atmosphere that shows understanding of and concern for diversity issues are many. The college prides itself with the richness of its diverse student population; however, it is a great challenge to ensure that these students successfully pass basic skills courses, move on to the transfer level courses, and to actually transfer to a baccalaureate degree granting college or university. The college also tries to ensure that students who are in the CTE route be assured to meet their educational goals. For example, the automotive department has successfully obtained SB 70 CalWomen Tech Grant where the goal is to bring more women into male-dominant industries to address gender equity in work options and place. The college has the following culturally-focused academic and educational programs that ensure that students succeed holistically by providing culturally-relevant pedagogy, support services, and mentoring.

**AFFIRM Program - Academic Force for Inspiration, Retention and Matriculation**

The AFFIRM (Academic Force for Inspiration, Retention and Matriculation) Program primarily serves African American students. The program’s philosophy is that the classroom experience must be rewarding to students and that they should be exposed to and/or involved in a variety of specialized learning strategies in supportive learning environments. The major focus of the AFFIRM Program is to assist students to develop positive self-images as successful college students while providing them with the opportunity to acquire a solid foundation of basic skills in a supportive environment. (3A.4.2)

**ASPIRE Program - Asian/Pacific Islander Resources for Excellence**

The ASPIRE Program is designed to enhance the academic and persona success of Asian/Pacific Islander students, utilizing the commitment and skills of faculty, staff, and mentors. The program welcomes all students who may benefit from the nurturing services that this program offers.

The ASPIRE Program offers courses which employ culture-specific course materials and learning strategies. The key support components of the ASPIRE program are tutoring, counseling, mentoring, book loan, and scholarship opportunities. (3A.4.3)
**ENLACE Program**

The Enlace Program is designed to help Latino/a students succeed. The goals of Enlace are:

- To enable Latino/a students to successfully complete the Enlace English, Math, Science, and Guidance courses.
- To increase the number of Latino/a students who graduate with an Associate of Arts or Associate of Science degree.
- To increase the number of Latino/a students who transfer to four-year colleges and universities.

Latino/a community professionals contribute to the program as mentors; serving as role models; sharing their personal academic, and career experiences; and providing guidance and motivation for the students. The Enlace Counselor meets with Enlace students to set career goals, take appropriate courses, and prepare to graduate and/or transfer.

Three student organizations help students succeed academically, contribute to the community, and develop leadership skills: the Enlace Student Association (ESA), the Enlace Honors Society (EHS), and the Society for the Advancement of Chicanos and Native Americans in the Sciences (SACNAS).

We also ensure to provide services in conjunction with the community. (3A.4.4)

**OASSIS - Outreach, Advocacy and Services for Spanish Speaking Immigrant Students**

The mission of the OASSSIS Program is to proactively outreach to Spanish-speaking immigrant students and provide them with the resources necessary to excel at EVC. The program focuses on Spanish-speaking students in need of basic skills training and English as Second Language learners.

OASSSIS is the outcome of a partnership between EVC and Somos Mayfair, a non-profit organization that serves families in the East San Jose Mayfair community. Somos Mayfair’s mission is to support families to be healthy and resilient; to build a vibrant community; and to contribute to the larger people’s movement for justice. EVC proactively provides specialized outreach to the families in this community, through informational sessions, classes, and workshops at their local sites. Staff has been assigned to the Somos Mayfair offices to be available for the community.
Services

- Assistance in completing the matriculation process
- Academic Counseling in Spanish
- Information sessions and assessment at local sites
- Assistance in completing federal, state, and college financial aid applications
- Tutoring services
- Monitoring of academic progress
- Educational and career assessment
- Campus tours and activities
- Workshops and orientations at local sites
- Book Vouchers

The college also offers ESL 347—Basic Speaking and Listening Skills—within the neighborhood at the Somos Mayfair Community Center. (3A.4.5)

In addition, to promote understanding of issues of equity and diversity, faculty are encouraged to choose texts with multicultural and multi-perspective points of view in teaching their courses. Faculty in English and ESL especially tend to choose textbooks and other instructional material that are culturally-relevant and responsive to our diverse student population. As far as the new postsecondary programs, some of which focus on the needs of the growing diverse community. Through the college’s Program Review process, faculty also receive feedback relative to recommendations for new courses for them to consider developing that may enhance multicultural aspect of the program, as well as increase relevance for our students.

Moreover, EVC offers many events for the college community to increase awareness of and celebrate its diverse community. Since the mid 1990s, the EVC Author’s Guild, a student club moderated by Sterling Warner, English faculty, has hosted monthly presentations during each semester. These authors are diverse—in terms of their genre, ethnicity, gender, sexual orientation and life experiences. Each year the Author’s Series culminates in May with the EVC Poetry Festival where students, faculty, staff and administrators share the microphone to give voice to their work. (3A.4.6)

The college community engages and participates in many diversity events on campus; almost all EVC activities and events reflect an understanding and concern for diversity. Throughout the academic year, there is a monthly
event that showcase commitment to multiculturalism and diversity: September 16 through October 16 is Latino/a Heritage Month, November 1 is the Dia De Los Muertos celebration of the ancestors, St. Andrews Day Celtic celebration in late November, February is Black History Month, Women’s History month in March, and Asian and Pacific Islander month in May (3A.4.7) Each monthly celebration includes panel discussions, speakers, art exhibits, performances, and book discussions. In September 2009, to commemorate the opening of the Center for the Arts building, the college hosted a week-long celebration called ARTiculate where Art, Music, Performances, Literature, and Theater were represented through 25 different events. Community members were also welcomed to be part of this multicultural celebration. (3A.4.8)

Beyond this, the college will also receive recommendations from the Educational and Facilities Master Plan which will be completed in September 2010 relative to additional new courses or programs that may be part of the multicultural and multi-perspective curriculum to assist our diverse student population.

Additionally, the college is engaging in several other initiatives that promote, through policies and practices, an understanding of and concern for issues of equity, opportunity, and diversity. They are as follows:

The CUE Equity Model is an Institutional Self-Assessment of Basic Skills which allowed Evergreen Valley College to assess its current programs through an equity-minded lens. The resulting Equity Scorecard and Benchmarking project focused on assessment and evaluation of data on achievement gaps and how to best address them to improve student success.

San Jose Evergreen Community College District was selected and invited as one of the first two California Community College Districts to take part in the Achieving the Dream (ATD) Project. It is a national project supported by various foundations, businesses, colleges and universities, where each college/university identifies specific mechanisms to achieve student success and decrease achievement gaps among students. This process emphasizes, as with the focus of the Equity Scorecard and Benchmarking Project, using equity mindedness when analyzing data and evidence thus creating a student-centered way to identify mechanisms that will support student success.
EVC offers a unique opportunity to its students and the surrounding community through its collaboration with the non-profit JEWL Oral History Institute housed at EVC. JEWL provides students access to the history of the Civil Rights Movement through the individuals who lived the experience—in written and recorded word. JEWL has hosted several authors and speakers which have been well attended by both the EVC and surrounding community (3A.4.9) Students are encouraged to attend; some instructors bring their classes, and connect these events to reflective class exercises and assignments.

**Self-Evaluation**

**The college meets this standard.** Understanding of and appreciation for diversity is a core value at Evergreen Valley College. The college has an extensive collection of practices, policies, and initiatives that afford understanding, appreciation, and celebration of its diverse population. Student equity is also a central focus of the experience at Evergreen Valley College

**Planning Agenda**

None.

**Evidence**

<table>
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<tr>
<th>3A.4.1</th>
<th>EVC Mission Statement</th>
<th><a href="http://evcwebs.sjeccd.edu/about/mission.html">http://evcwebs.sjeccd.edu/about/mission.html</a></th>
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STANDARD III A.4.a

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The college creates and maintains several appropriate programs, practices, and services that support its diverse personnel.

In 2005, the college instituted a Diversity Action Council (DAC) as part of the shared governance group to ensure that there is a mechanism for the college to provide support for the diverse personnel. This committee collaborates with various groups on campus as appropriate and addresses issues relative to campus climate and diversity/multicultural issues in various different venues.

Diversity Action Council (DAC) - an organization made up of faculty members, classified staff members, students, and administrators. DAC directly advises the President as well as the entire college community. Under DAC’s Mission Statement, the group works “to create a student-centered, equitable, cooperative, learning and working environment in which every individual is accepted, respected, and appreciated.” (3A.4.a.1)

Asian Pacific American Association (APAA) - APAA (formerly APIA) was founded in September 1992. In 2003, the name of the organization was changed from Asian Pacific Islander Association (APIA) to Asian Pacific American Association (APAA) and is comprised of employees of the San Jose/Evergreen Community College District which includes administrators, faculty, and staff from Evergreen Valley College, San Jose City College, and the District Office. However, membership is not restricted to employees but is open to any interested party who supports the mission of APAA. (3A.4.a.2)

Mission Statement: The mission of the San Jose/Evergreen Community College District Asian Pacific American Association is to promote the interests of the Asian and Pacific community, to foster cultural awareness, and to support education within the community. APAA offers scholarships, workshops, cultural events, as well as bringing in guest speakers.

Self-Evaluation

The college meets this standard. One of the hallmarks of Evergreen Valley College is its commitment to providing appropriate programs, practices, and
services that support the diversity of its personnel. Newly formed shared-governance committee, DAC, provide support for and understanding of the College’s multicultural and diverse personnel.

Planning Agenda
None.

Evidence

<table>
<thead>
<tr>
<th>3A.4.a.1</th>
<th>DAC Minutes PDD Workshop</th>
<th><a href="http://evc.edu/committees/DAC">http://evc.edu/committees/DAC</a></th>
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STANDARD III A.4.b

_The institution regularly assesses its record in employment equity and diversity consistent with its mission._

Descriptive Summary

The district follows Equal Employment Opportunity policy in all its hiring procedures, including a commitment that successful candidates demonstrate sensitivity to and ability to work with the 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. (3A.4.b.1)

The college assesses information on employment equity and diversity for all college personnel annually. According to the latest information, employee demographic statistics for EVC show that 57% are women and 43% are men. White employees comprise 41% of total employees, of the 59% non-white employees, 22% are Latino (Hispanic, Mexican, Central American, South American), 19% Asian (Indo American, Japanese, Chinese, Korean,
Vietnamese, Cambodian), 8% African American, and .08% Pacific Islander. (3A.4.b.2)

The college continues to ensure that the employment equity and diversity are consistent with its mission.

**Self-Evaluation**

**The college meets this standard.** The employee survey relative to this standard included three items regarding equity and diversity. All rated favorably (an average of 64 percent). Comments were made about the inclusive atmosphere and high level of diversity at our college. The college and the district certainly were impacted by the state-wide (nation-wide) historic budget crisis starting in the 2008-09 academic year which tremendously restricted funding resulting in a hiring freeze. Losing opportunities to hire diverse faculty, staff, and administrators is a challenge. The college continues to make a commitment to increasing diversity in employees on all levels when the budget crisis subsides.

**Planning Agenda**

None.

**Evidence**

<table>
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<tr>
<th>3A.4.b.1</th>
<th>SJECCD RIE Website</th>
<th>Link available on site: <a href="http://dointranet.sjeccd.org/RIE/riehome.html">http://dointranet.sjeccd.org/RIE/riehome.html</a></th>
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</table>

**STANDARD III A.4.c**

*The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

**Descriptive Summary**

The college has avenues for advocacy for administration, faculty, staff and students. Within the institution, there exists the California School Employees Association (CSEA) who advocate for classified staff, the Academic Senate and American Federation of Teachers Local 6157 who advocate for full-time and adjunct faculty, and the Associated Students who are the representative body for our students. District wide policies assure the integrity in the treatment
of administrators, supervisors and confidential employees (MSC). These policies are in the process of reorganization and revision into a format recommended by the Community College League of California. Until approved, the MSC policies dated January 1984 are still active. (3A.4.c.1)

The college’s treatment of administration, faculty, staff and students is also guided by district Board Policies Policy on Sexual Harassment (BP 1560). The document includes definitions of disabilities and discrimination anc formalized procedure to submit complaints to the HR.

The tenure review process safeguards and assures the principles of academic freedom as defined in the Faculty Association Collective Bargaining Agreement under Article 4.6. Academic freedom is also essential in providing open debate and intellectual stimulation in the classroom. For those faculty whose practice of academic freedom is called into question, formal procedures, which are very clear and consistently followed; these procedures may be found in the Faculty Association Collective Bargaining Agreement under Article 23. (3A.4.c.2)

Students are made aware of their rights in the EVC College Catalog. Chapter six articulates academic policies such as: course repetition, auditing, access to records (including Family Education Rights and Privacy Act), and academic probation, dismissal and reinstatement. Campus and district policies are found in chapter eight and include: academic freedom, Student-Right-to-Know, consensual relationships, drug and non-smoking, student conduct, along with non-discrimination, sexual harassment and grievance policies (3A.4.c.3)

Even though shared governance is not unique to EVC, the roles and perspectives of all members of the college community are represented in the operation of the college. With our participative, quadripartite mode of decision making, there are numerous opportunities for constituent groups to advocate. The councils, standing committees, task forces and ad hoc committees are representative of all four segments of the college community and their deliberations are open. (3A.4.c.4)

**Self-Evaluation**

**The college meets this standard.** The college’s treatment of its faculty, classified, administration and students is guided by their constituency groups and their respective union contracts and district-wide policies and
procedures. District policy relative to Management, Supervisory, and Confidential staff dates back to 1982 and is currently in the process of reorganization and revision.

**Planning Agenda**

None.

**Evidence**

| 3A.4.c.1 | Management, Supervisory and Confidential Policies, Chapter 7 | [http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx](http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx) |
| 3A.4.c.3 | EVC College Catalog 2009-10 | [http://evcwebs.sjeccd.edu/catalog/index](http://evcwebs.sjeccd.edu/catalog/index) |
| 3A.4.c.4 | Shared Governance Decision Making Handbook | [http://evcwebs.sjeccd.edu/college_gove](http://evcwebs.sjeccd.edu/college_gove) |

**STANDARD III A.5**

*The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

**STANDARD III A.5.a**

*The institution plans professional development activities to meet the needs of its personnel.*

**Descriptive Summary**

The college offers multiple avenues for professional development to classified employees, faculty, and management that are consistent with the college’s mission and are based on teaching and learning needs.

As per the union contract, the minimal Professional Development (Flex) obligation of full-time EVC faculty is delineated as four days of the academic calendar year—two of which are mandatory. These non-instructional days are referred to as “Professional Development Day” (PDD). Normally, two days at the beginning of fall semester, one day at the beginning of spring semester
and one day in the mid-spring semester are allocated for PDD and are negotiated in the academic calendar.

The EVC Staff Development Committee, one of the standing committees of shared governance, plans and coordinates the staff development activities for faculty and staff. The committee is responsible for assessing the needs of the college, as they relate to staff development and the improvement of instruction. The committee develops programs and strategies to meet these needs and often in collaboration with various campus programs, services, and departments. (3A.5.a.1) Annually, the committee evaluates the staff development program and funding guidelines. (3A.5.a.2) The Staff Development Committee—using an established process—examines, approves, or denies requests for staff development funding. Since the budget crisis of 2008, the college does not have sufficient funds to allocate specifically to the Staff Development Committee. The committee is also responsible for planning and coordinating PDD activities subject to the requirements of the Faculty Association Collective Bargaining Agreement and approval by the Academic Senate. (3A.5.a.3)

In addition to PDD and the activities of the Staff Development Committee, professional development is also provided in the following ways:

**Professional Recognition:** The Professional Recognition Committee (PRC), a district-wide committee of the Faculty Association, administrators, and faculty, review applications for the professional recognition salary increments and for sabbatical leaves. Faculty who apply for this professional recognition activity are encouraged to develop a plan within the framework of broad categories; under which are submitted the specific and verifiable activities deemed to provide professional growth. With the approval of the PRC, activities, travel (which show the relationship of the proposed travel experience to the professional growth of the applicant), and work experience may be related to the faculty member’s assignment and/or provide enhancement of the faculty member’s skills, and/or improve the ability to effectively interact with and serve our diverse student population, and/or improve the ability of the faculty member to advance the goals of the college/district. The sabbatical requests are also reviewed by the PRC and their recommendations are submitted to the chancellor. (3A.5.a.4)
Teaching and Learning Center: A faculty coordinator has been assigned to the Teaching and Learning Center (TLC) to coordinate a wide-range of activities and programs relative to improving teaching and learning, student service, and campus-wide strategy development and consciousness-raising regarding how to better support student success. The TLC also provides academic and educational resources in the dedicated library. Another of the TLC’s ongoing commitments is to provide new faculty orientation in conjunction with the vice president of academic affairs, vice president of student affairs, and deans for both full-time and adjunct faculty. Since the inception of the TRC in 2000, content of the activities and level of institutionalization of this center improved. However, due to the continuing budget crisis of 2008, the amount of reassigned time for TRC has steadily declined.

Classified Staff Development: Most of the classified staff development activities have been provided in conjunction with district HR, district Information Technology Support Services (ITSS), and @One program at the college. HR regularly provides workshops on workplace safety related matters. ITSS and @One provide training on employee relevant technology related matters. Seventy-nine EVC faculty and staff have participated in about 105 events (desktop seminars, online courses, and in-person institutes) offered through @One since 2007. (3A.5.a.5, 6)

Management Development: Managers and classified supervisors have been provided multiple professional development opportunities:

- Chancellor’s Management Summer Leadership Institute: In summer 2006 and 2007, the chancellor conducted a week-long Leadership Institute for the managers, supervisors, and classified supervisors (MSC). Topics included enrollment management, generation 1.5 students and relevant pedagogy and service, guest speakers from other community colleges to share state-wide community college relevant topics, and community building time. (3A.5.a.7)

- Deans Academy (EVC): The vice president of academic affairs instituted a two-week long Deans Academy for seven new deans in Academic Affairs and Student Affairs in summer 2007.
The Academy included a wide-range of topics and participants such as enrollment management, leadership for social justice, shared governance, nuts and bolts relative to the California community college system, introduction to the union presented by the Faculty Association, district services, and team building. Since 2007, this academy continues every summer for one week providing the deans and vice presidents an opportunity to strengthen their professional development and leadership so as to better serve the college community.

**Management training:** The district, in collaboration with consultants, provided multiple training for the managers on personnel management, employment relations, privacy issues, and improvements for recruitment and hiring processes.

The Employee Survey conducted in spring 2010 indicates 60% of our employees feel that the college provides sufficient opportunities for their professional development. (3A.5.a.8)

**Self-Evaluation**

**The college meets this standard.** The college offers a variety of professional development opportunities for its administrators, faculty, and staff all of which have at their core the goal of positively impacting student learning and success.

Due to the loss of state-allocated AB 1725 funds and the current severe budget crisis, it is extremely challenging to support employees and professional development. Over the past five years funding has been sporadic from zero funding for fiscal year 2005, 2006, 2008, and 2010 to minimum funding for fiscal year 2009 of $1,130.00. Fiscal year 2007 the Staff Development Committee was budgeted to meet the needs of our campus with $32,924.00. Budget cuts and the elimination of the district wide professional development days have minimized the technology training with @ONE and ITSS.

Even in this difficult financial times, the college plans to prioritize employee and staff needs for their growth and development. The *Educational and Facilities Master Plan* result will also help the college to identify such priorities. In the meantime, the college is in the process of leveraging our engagement and participation in the national Achieving the Dream Initiative.
and develop training, college-forum, dialogue, and discussion opportunities to promote and enhance teaching and learning for the college.

Planning Agenda

Using relevant data and assessment, the college will continue to commit to providing professional development for all sectors of the college community with innovative resource funding mechanisms.

Evidence

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<thead>
<tr>
<th>Evidence Code</th>
<th>Description</th>
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STANDARD III A.5.b

*With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

The college meets this standard. The evaluation process for Professional Development Day is completed through the distribution of an assessment form during the initial welcoming events, workshops and other events
throughout the day. The assessment form is also circulated through an e-mail link or attachment. The assessment results are reviewed by the Staff Development Committee and shared with the college president. Recommendations are ascertained and implemented. The committee develops and coordinates the Professional Development Day activities from the input of faculty, staff, administrators and the staff development committee’s evaluation, survey, email and word of mouth.

The purpose of the EVC Staff Development Committee is to plan and coordinate the staff development activities for faculty and staff. The Staff Development Committee is responsible to assess the needs of the college as they relate to staff development and improvement of instruction. They also develop programs and strategies to meet these needs. The committee annually evaluates the staff development program and funding guidelines. (3A.5.b.1) The Staff Development members examine, approve or deny requests for staff development funding using an established process. This committee is also responsible to plan and coordinate Professional Development Day activities subject to the requirements of the Faculty Association Collective Bargaining Agreement and approval by the Academic Senate. (See FA Contract, Sections 11.6, 11.7, 11.8, 11.9). The types of activities offered come from faculty and staff through Professional Development Day evaluation and survey, email, word of mouth and request from administrators, faculty, staff and also the staff development committee members. The staff development committee plays a key role in the planning of the professional development activities, approving funds for conference attendance. (3A.5.b.2)

The Teaching and Learning Center was launched in January 2000 with a full-time reassigned-time faculty coordinator. With consistent budget cuts over the last four years, the faculty coordinator position is currently a .20 FTE position. The TLC provides support, services, and resources for faculty. The TLC evaluates all events with an evaluation survey after every TLC event. The results are tabulated and used for the Summary Report and Recommendations which is a year-end report. (3A.5.b.3)

The core and direction for Teaching and Learning Center functions include the following initiatives:
Organizational Transformation
Collaborate with Staff Development Chair/committee for employee recognition
Coordinate global workshops for faculty and staff
Offer Friday academies for new faculty
Coordinate new adjunct faculty orientations every semester
Support use of technology in the classroom and collaborate opportunity offerings with the Technology Resource Center
Research professional and organizational development activities then share ideas with the EVC faculty and staff
Assist individuals, programs, and departments in the development and assessment of pedagogical strategies
Provide information for conferences on teaching and learning

Student Centered
Maintain TLC library to assist faculty with their students in the classroom
Coordinate workshops to include student services
Support teaching diverse student populations in terms of course content and teaching/learning styles
Assist faculty with obtaining instructional feedback from students
Organize opportunities to support Student Learning Outcomes

Community Engagement
Increase visibility by updating the TLC homepage
Maintain the TLC link page with new website addresses
Develop questionnaires and solicit topic/workshop interest from faculty
Support faculty research to enhance teaching pedagogica strategies
Work with Coordinators of innovative pedagogies to ensure support for their program development.
Work with shared governance groups related to Program Review and Accreditation for the campus community
Respond to campus accreditation recommendations, strategic planning, and program improvement documents related to the enhancement of teaching and leaning
Serve as a clearing house for information about resources and events related to the enhancement of teaching and learning

There is coordination between the TLC, Staff Development, @ONE, and the Technology Resource Center. The TLC Coordinator participates with the Staff Development committee by being a member and adding ideas to their mission. TLC works with the Technology Resource Center to promote Web Enhanced Education by encouraging faculty and staff to develop online classroom environments which are learner-centered, advance information competency, take advantage of e-learning communication, and increase access for all students. The TLC coordinator participated and promoted @ONE Winter Institute Web CT CE 6.

Self-Evaluation
The loss of state staff development funding and campus-wide budget reductions has impacted external staff development opportunities for faculty and staff. The funding for staff development has gone from $32,924 in 2007-08 to $1130 in 2009-10. However, there is still some funding provided for the Professional Development Days each year. Instead of using external workshop facilitators, the college’s own faculty and staff have volunteered their time to offer workshops and training in a variety of professional and personal areas.

Planning Agenda
None.

Evidence

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<th>3A.5.b</th>
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STANDARD III A.6

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The college regularly assesses its human resources needs in a number of ways which integrate human resources planning with institutional planning. Levels of staffing are reviewed by managers through information generated in discussions at the various constituent levels—faculty, classified, and managers—through program review documents, division-level review and discussion, as well as through College Budget Committee discussions and recommendations, and through consideration of the college mission and goals.

Faculty hiring at the college happens through a clearly defined process that is integrated in the shared governance process. There is a clearly delineated process chart and timeline produced each year by the vice president of academic affairs in consultation with the Academic Senate. (3A.6.1) Each year, beginning in the early part of fall semester, each division convenes a division-wide discussion to identify needs for full-time faculty in its division. Each department within the division who feels that it requires additional faculty prepares a written proposal and presents its position and rationale to the division community. The department is provided with comprehensive materials such as a form that includes criteria and data to be considered in the request of new full-time faculty positions. (3A.6.2) Once this form is completed, the division reviews, discusses, and makes a recommendation to the Instructional Council which is comprised of the vice president of academic affairs, vice president of student affairs, and academic and student services deans and to the Academic Senate. In the Instructional Council, the vice presidents and deans review recommendations made by each division especially in comparison with the FTEF allocation, institutional goals and priorities, and program development opportunities. Once the prioritized recommendations are delineated, the VPs and Academic Senate leadership
meet and confer on the recommendations. The recommendations are then presented by the vice presidents to the Academic Senate and College Council, then to the President for his final decision.

In October the vice presidents present an administrative recommendation in case of new classified positions, plans are developed by faculty and staff at the department and division level. Based on the plans and program review findings, classified staff positions are identified and prioritized at the division level. The appropriate vice president compiles and prioritizes all division lists, and priorities are forwarded to the president. President, in consultation with the CSEA, makes a decision.

Hiring decisions for replacing administrators are made by Executive Team of the college. Once the plan is formulated, constituency leaders are consulted with the plan.

**Self-Evaluation**

**The college meets this standard.** The decisions for prioritizing hiring requests are firmly rooted in the shared-governance process, campus wide. Due to the recent budget crisis in 2008, the college was forced to reduce workforce and suspend hiring in general. The process to arrive to such a decision was also consistent with the regular practice which is to consult with the constituency group and maintain a transparent process.

**Planning Agenda**

None.

**Evidence**

| 3A.6.1 | Faculty Hiring Criteria | http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/MinimumQualifications/tabid/735/Default.aspx |
STANDARD III B: Physical Resources

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

STANDARD III B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

STANDARD III B.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Nestled on a 175-acre site among the beautiful eastern foothills of San Jose, Evergreen Valley College (EVC) provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services. Campus infrastructure includes twenty one buildings and three portable areas on the main campus, plus recreational facilities, that are currently being modernized, and nine parking lots for students. (3B.1.a.8)

These physical resources are sufficient to support the integrity and quality of the college’s programs and services. Current plans are underway to address future needs as well as overall campus modernization.

Based on the strategic facility planning, during the past nine years several new buildings have been constructed, including: Sequoia building (a new Nursing and Biology Facility, opened in April 2002), state of the art Library/Educational Technology Center (May 2004), Montgomery Hill Observatory (August 2003), and most recently, the Center for the Arts (September 2009).

San Jose/Evergreen Community College District’s (SJECDD’s) comprehensive Planning Process aligns with the district’s and college’s Mission Statements, encompassing resource allocation and curriculum offerings. This includes the
work with MAAS Group to develop the Educational and Facilities Master Plan. The facilities planning activities ensure that its physical resources are systematically planned and evaluated to ensure effective utilization at EVC. The SJECCD district’s Executive Director of Facilities Construction and Maintenance oversees the overall maintenance and safety of the college’s physical facilities through the department of Plant Services. The facility planning has been integrated in the program needs and financing plan as part of the Facilities Strategic Plan. The comprehensive planning efforts begin at the facilities master planning stage, when campus wide master planning outcomes identify broad goals and initiatives.

Once any individual project is launched, the project architects/engineers/project managers and facilities planners meet early and often with EVC end users to identify the programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction documents phase that allows the project to be put out to bid in order for a contract to be awarded. EVC end-user participation scales back during the construction phase, when the designs are being built, but then the college’s involvement ratchets up once again toward the end of construction when furniture and equipment requirements are identified and procured.

The college developed a comprehensive campus modernization project plan where four 30+ year old existing buildings are remodeled and modernizec over the course of 5 years to address current teaching and learning needs including technology, student-centered classrooms, and adequate faculty anc other offices.

Each modernization project has a project team that consists of a Project Lead (administrator in the building), Architects, District facility staff, Project manager, and faculty, staff, and students. The team works within the parameter of allocated budget, scope, and expected outcomes for the project. The team ensures that the approach to modernization is in concert with the college’s mission, as well as driven by the pedagogical needs to maximize student learning. The team provides periodic updates to the Facility and Safety Committee, the College Council, and the Executive Team of the College, soliciting feedback so as to stay on course with the purpose anc parameter of the project. This modernization project will also address important components of building safety by upgrading the basic infrastructure (i.e., electrical, plumbing, air conditioning systems). The
modernization project will provide upgrades for ADA compliance and result in effective classroom utilization, increased office spaces, and improved efficient building identification and signage that will assist students and guests with finding their way on campus. The first phase of the modernization project was completed in December 2009 in time for spring semester 2010.

Since the Midterm Report in 2007, Evergreen Valley College’s commitment to overall improvement of our campus and facilities has been reflected by the following projects:

- Completion of the Center for the Arts
- Completion of the Lake Renovation and Landscaping Upgrades
- Modernization of the Cedro Building
- Modernization of the P. E. Facility
- Temporary academic space (portables) for programs displaced during construction
- New campus outdoor lighting
- Parking and roadway improvements and repairs

The passage of general obligation bond measures along with State Capital Outlay funds represent the bulk of funding for the second phase of the capita construction program. Measure I, a $135 million general obligation bond, and Measure G, a $185 million general obligation bond, have addressed the Sar José/Evergreen Community College District’s need for long-standing facility and capital improvements. Since the passage of this pair of measures by Sar José voters, the District has worked tirelessly toward the makeover of both campuses into state-of-the-art institutes of higher learning.

Both Evergreen Valley and San Jose City Colleges have completed Facility Master Plans and Environmental Impact Reports that are required by the California Environmental Quality Act and work has been underway for several years to rebuild, complete, upgrade or improve each campus.

These are the campus improvement projects that have been funded with a combination of Measures I and G local bond funds, as well as state and lease revenue bonds. (3B.1.a.1)

**Evergreen Valley College Completed Projects**

- Gullo Student Center, completed April 2001
- Soccer field addition, completed December 2001
Sequoia complex, completed April 2002
New Admission and Records facility and Mathematics Resource lab, completed July 2002
Acacia physics/chemistry remodel, completed in November 2002
Montgomery Hill Observatory, completed in August 2003
Library/Educational Technology Center, completed in May 2004
Gullo Student Center Phase II, completed June 2005
Student Services renovation, completed in 2007
Center for the Arts, Completed in September 2009

Evergreen Valley College Projects in Planning, Design or Construction Stage
- Physical education center, with upgrade of current facilities
- Campus wide Modernization
- Site and parking improvements
- Utilities infrastructure upgrades

To ensure that the goals funded by measure G are achieved a seven member Citizens Bond Oversight Committee has been formed. (3B.1.a.1)

The SJECDD executive director of Facilities, Construction, and Maintenance oversees the overall maintenance and safety of the college’s physical facilities through the department of Plant Services. Plant Services has a staff of approximately 30 people responsible for scheduled and recurring maintenance of Evergreen Valley College buildings. The director of Facilities and Operations is the Plant Services representative on the Evergreen campus.

Previously, the custodial and grounds maintenance services for both campuses were managed by the District. As of fall 2009, the custodial and grounds services for the EVC campus changed its reporting mechanism and started reporting directly to the college’s Facilities Manager, Ron Sudweeks. This change proved to be positive where members of the custodial team can now focus on the campus specific issues and projects with direct support provided by the supervisor. As part of the Administrative Services unit, the custodial services, along with Business Operations, Administrative Services, and Campus Technology Services are in the process of developing Student Learning Outcomes and meaningful assessment plans this year. While the college has increased the amount of new facility space, the college has been unable (due to budgetary constraints) to increase custodial and grounds staffing support.
It has been a challenge to have the Vice President of Administrative Services position vacant since July 2009. Custodial unit reports to this Division. The search process took place in fall 2009; however, filling the position was put on hold until a budget review has been completed. The Custodial and Ground Services continue to provide adequate support.

Custodial services faced an additional challenge during the 2008-09 and 09-10 academic years when the H1N1 pandemic began and started to affect the college community. The District-wide H1N1 Task Force developed a proactive plan for prevention, communication with the college community, disinfectant product purchase, and vaccine distribution. The Custodial Supervisor was a member of this Task Force where he took a lead to increase cleaning for public and common areas, replacing disinfecting materials with products that respond to H1N1 and employing other necessary measures to prevent this virus from infecting the campus. These changes represented an added expense at a time when the state and nation are undergoing a historical budget crisis.

In the recent Student Survey, 90% percent of the student respondents felt safe and secure on campus. (3B.1.a.6) Nevertheless, a need still exists for the campus-wide renovation to include better evening lighting, signage, and an emergency telephone system. Where possible these issues are being addressed in the scope of the campus Building Remodel Project. (3B.1.a.2)

According to both the Employee and Student Surveys, students and staff perceive there is insufficient campus parking. (3B.1.a.7) Over the last two years there have been parking shortages due to construction projects. Temporary parking was provided during the construction of the new Center for the Performing Arts building on the southeast side of the campus, but this temporary parking was somewhat less convenient for students and staff, apparently accounting for the survey results. Luckily, the Center for the Arts is complete and additional parking improvements should help alleviate any issues. A new parking facility opened in the fall of 2009. In the spring of 2009 the campus had approximately 2,198 parking spaces. The campus has added approximately 470 new parking spaces for a total of 2,658 parking spaces for students and staff. This will provide a ratio of one parking space for every four students.

Use of disabled person parking spaces requires the display of a valid blue or red placard issued by the State Department of Motor Vehicles (DMV). District
staff, student, or daily permits are no longer required in addition to the DMV handicapped placard in order to park in handicapped spaces. Possession and display of handicapped placards on vehicles does not permit parking in red, green, and fire hydrant zones or in areas designated as "No parking."

Student Semester Parking permits are valid at both campuses and may be purchased on-line. They are static-cling and transferable, so students who carpool or regularly drive different cars to campus, may transfer the permit from car to car. All vehicles require valid permits on their windshield.

The District Facilities Department in conjunction with the District Police Department has developed an Emergency Response Plan. (3B.1.a.8) Emergency procedures have also been developed to follow in a given situation, including earthquake, civil defense procedures, bomb threats, hazardous materials or chemical accidents, gas leaks and fire. Emergency procedures are posted in buildings and rooms throughout the Evergreen campus. These procedures are posted on the College web site at http://evcwebs.sjeccd.edu/safety/emergency.htm.

An emergency drill was conducted in 2008-2009 for the District and College Emergency Operations Centers as part of the District’s Emergency Response Plan. To combat potential school violence, “Active Shooter” training was offered for all EVC instructors during the Professional Development Day in August 2009.

Evergreen’s Hazardous Materials Management Plan (HMMP) was certified by the FHDA District Operations Hazardous Materials Management Office and filed with Santa Clara County. The HMMP outlines procedures for emergency response and contingency in case of chemical spills, fumes, injury, and/or containment, treatment, evacuation, and training. (3B.1.a.10)

Self Evaluation

The college meets this standard. The above initiatives, activities, and processes demonstrate how the institution plans, builds, maintains, and upgrades its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Providing sufficient instructional support and facilities is a priority; however, funding continues to be a challenge. Budget constraints will continue to be a challenge in coming years and any reduction of maintenance funds will limit
our ability to properly maintain existing physical assets. Building modernization will be a strategically important objective to reduce our maintenance costs. Additional Bond proposals will be presented to the voting public to fund Evergreen's continued effort to upgrade and modernize the physical resources.

Planning Agenda

Evergreen Valley College will continue to improve the physical resources to ensure that we provide the best possible teaching tools and accommodations for learning. Following the fall 2010 update of the EVC Educational and Facilities Master Plan 2025, the college will discuss the impact of these findings and how to best incorporate them into long-range facilities planning. As planned, the college will continue the facilities remodel effort to include the Acacia building and fitness center development.

Evidence

| 3B.1.a.1 | Facilities Webpage | http://www.sjeccd.edu/facilities/Pages/default.aspx |
| 3B.1.a.4 | Facility and Safety Membership | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3B.1.a/Facilities_Safety |
| 3B.1.a.5 | Accreditation Survey Results | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/s_elf_study/survey_results.htm |
| 3B.1.a.6 | Campus Map with Parking Spaces | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3B.1.a/Campus_Map_in_PDF |
| 3B.1.a.8 | HAZ Mat Plan | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3B.1.a/Hazardous_Mat |
3B.1.a.9 Student Survey  
http://evcwebs.sjeccd.edu/accreditation/self_study/survey_results.htm

3B.1.a.10 Custodial Program Overview  
http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3B.1.a/Custodial_Prog

3B.1.a.11 Facilities Capital Improvement Funding Sources  
http://www.sjeccd.edu/facilities/Pages/default.aspx

**STANDARD III B.1.b**

*The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

**Descriptive Summary**

Evergreen Valley College uses a variety of means to ensure the accessibility, safety, security, and healthfulness of its learning and working environments. Access for the disabled community is a high priority of the San Jose/Evergreen Community College District and Evergreen Valley College. In 2004, an Americans with Disabilities Act (ADA) consultant, Sally Swanson, was engaged to update the college’s architectural barriers database and assist in developing an implementation plan for removal of all remaining architectural barriers that cause the campus to be out of compliance with current ADA standards. (3B.1.b.1)

Evergreen has always been a leader in recruiting and supporting the learning outcomes of those students who possess a disability of some kind. The Disabilities Support Program (DSP) maintains close relationships with the Facilities Department to ensure there are no physical barriers that prevent these students from achieving their educational goals. In alignment with our Mission and Strategic Initiatives, the college strives to provide facilities that ensure a successful learning environment for all students, and this DSP Facilities Partnership has been very helpful in planning for and responding to the needs of students with disabilities.

The college continues to upgrade the facilities as part of the modernization initiatives to maintain compliance with the Americans with Disabilities Act (ADA) standards and related state codes. All modernization and new projects
are reviewed and approved by the Division of the State Architect. (3B.1.b.2) It is the position of the college not to deny any student instructional access due to physical limitations imposed by the campus. Toward this end, Evergreen has over the years made improvements to the college’s physical plant to ensure accessibility. On an ongoing basis, ADA and other safety issues are addressed through the campus’ Facilities/Safety Committee. (3B.1.b.3) The Facilities Committee reviews and recommends policies governing the college’s physical plant and physical plant improvements to the college’s highest governing committee, the College Council. To ensure Evergreen remains in the forefront of providing accessible facilities for disabled students, the college has included ADA Architectural Barrier Removal as part of its Facilities modernization plans. (3B.1.b.2)

As part of the capital construction plan, newly constructed facilities and existing facilities that are renovated are built to comply with ADA codes (3B.1.b.2, 4) In some instances, ADA codes are purposely exceeded, in order to more fully make Evergreen Valley College facilities accessible to its disabled community. The Disabilities Support Program notifies the District Facilities Construction and Maintenance Department of any reported access concerns. The District Facilities Construction and Maintenance Department establishes priorities, temporary and permanent solutions to ensure that students with disabilities, staff, and visitors to the college have access to programs and services. The District Facilities Construction and Maintenance Department has developed a plan to comply with the State of California’s “Injury and Illness Prevention Program”. (3B.1.b.5)

The college also places a high level of attention on the safety of its facilities. Activities that demonstrate this commitment to safety include regular meetings of the Evergreen Valley College Facilities/Safety committee, annual safety inspections, and the resolution cycle with the college’s property and liability insurance provider. Keenan and Associates conducts annual inspections and reports any findings to the District Facilities Construction and Maintenance Department. In addition, the Catalyst Consultant Group, Inc conducted a thorough site safety and security inspection of the EVC campus on January 25, 2007. Recommendations were made to the Vice Chancellor for Administrative Services on June 2, 2008 to address concerns about campus security needs related to lighting, emergency phones, emergency announcement systems, and parking lot safety. The District Facilities
Construction and Maintenance Department is currently assessing the recommendations that will be included in the facilities master planning.

The Evergreen Valley College Facilities/Safety Committee meets monthly to facilitate disaster preparedness activities, review recent accident and injury incidents, conduct safety inspections, and promote safety on campus. Safety committee members represent all constituency groups at Evergreen Valley College, including administrators, faculty, staff, and students. (3B.1.b.3)

The District Facilities Construction and Maintenance Department prequalifies the contractors based on a number of stringent criteria, three of which are a requirement for a favorable experience modification rating (an insurance industry rating that is an indicator of job-site safety), an approved Illness and Injury Prevention Plan, and an acceptable safety logistics plan specific to the particular construction project. On construction projects where the San Jose/Evergreen Community College District carries the builder’s risk insurance coverage, the college’s underwriter sends out inspectors regularly to ensure that best safety practices are being followed. Finally, construction inspectors hired by SJECCD provide reports that include safety related concerns.

SJECCD and Evergreen Valley College work closely with the property and liability insurance provider to conduct annual reviews of facilities condition risks. Annual physical surveys conducted by insurance inspectors, followed by deficiency reports, focus SJECCD and Evergreen Valley College’s remediation efforts on facilities safety conditions that present the highest risk to the safety of students, faculty, staff and visitors.

The security of our facilities is of paramount importance at Evergreen Valley College. In 2004, a district wide task force that included faculty and staff, along with representatives of campus security, campus facilities, and information technology departments, administration, and industry experts, studied the condition of Evergreen Valley College security systems and developed a comprehensive set of improvements. Those improvements include the introduction of electronic access controls and monitoring systems, the continued use of traditional mechanical locks enhanced by the use of proprietary keys, and modified administrative processes to better track key issuance and retrieval. The comprehensive solution is being implemented as part of the capital construction program.
The assurance of healthful working and learning environments is achieved through maintenance activities of existing facilities, as well as in the planning, design and construction of new and renovated facilities. The college’s preventive maintenance program ensures that air filters are replaced routinely, lighting systems remain operational, and other activities are consistently performed at recurring frequencies to ensure safe and healthy indoor and outdoor facilities. As part of the district Injury and Illness Prevention Program, an ongoing monitoring system has been included where deficiencies or maintenance related concerns are reported for follow-up.

The safety of students on campus is a major priority, so that all students can focus on their learning experience. The San Jose/Evergreen Community College District maintains a campus Police Department staffed with highly trained officers to help protect the safety and ensure the security of students, staff, their property, and the property of the District. District police officers, committed to standards of professional excellence, are required to meet the selection and training requirements of the California Peace Officer Standards and Training Commission. Officers receive the same training and carry the same authority on or near the college campuses as city police officers and county deputy sheriffs.

The District Police Department, operating under the direction of a vice chancellor, offers a wide range of services to the campus community. Services include providing and presenting current crime prevention information, patrolling the college campuses and parking lots, proactive crime suppression, investigating all offenses that occur on the campuses, and informing campus users of the occurrence of crimes specified by federal statute. Officers are authorized to arrest or cite law violators.

**Campus Crime and Security Report**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (commonly known as the Clery Act) is federal legislation designed to provide students, prospective students, and the public with uniform information from universities throughout the country on criminal problems and police and security issues. This brochure meets all reporting requirements as set forth in the Clery Act. Criminal statistics are updated by October 1 of each year and include data from the three previous calendar years.
A complete copy of the Campus Security Report can be obtained from the EVC Campus Police website (3B.1.b.7). The report contains additional crime statistics on major offenses reported over the past two years. The college will provide a complete paper copy upon request.

To accommodate easy Access to the campus police, the telephone extension to the campus police department is posted on all classroom and office phones. A total of fourteen red emergency call-boxes are available at various locations for anyone who needs to contact the District Police. Emergency call boxes are marked by blue signs and blue lights for easy visibility.

Many of Evergreen Valley College’s facilities design standards are based on criteria that include the promotion of more healthful learning and working environments. For example, window treatments have been designed to reduce glare, reducing eye strain while still allowing visual connection to the beautiful views of the exterior campus and surrounding areas. Interior lighting upgrades have been implemented that not only reduce energy consumption, but also improve the quality of light inside the college’s buildings. Resilient flooring standards call for a product with improved acoustic performance, reducing footfall noise disruption, and a more forgiving surface, reducing leg strain for faculty who stand while teaching. In addition, this product has a factory-applied finish that protects the underlying layers, making maintenance of the floor less expensive and more eco-friendly; as a result, custodial staff are not subjected to the use of harsh stripping and waxing chemicals used on traditional resilient flooring products.

Evergreen Valley College recognizes that smoking on campus is a public health issue. To address the issue in hopes of decreasing the health risks to members of its community, the Facilities and Safety Committee recently identified smoking areas which are well away from entrances to buildings and clear of main pathways throughout the college. A range of public forums were held to ascertain the views of the college community while developing the new policy. Six smoking areas, one in each of the parking lots, have been designated as pilot locations. These sites were approved through the shared governance process and the new “smoke-free campus” policy was implemented in August 2009. (3B.1.b.8, 9, 10) The college began soliciting feedback on the pilot smoking locations in fall 2009. The feedback will be reviewed by the Facility and Safety Committee and permanent designated
smoking areas will be recommended to the College Council and to the President.

**Self Evaluation**

**The college meets this standard.** The college has a number of processes and protocols to measure and ensure that Evergreen Valley College’s physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. Effective decision making guides the planning, design and construction of new and renovated facilities. The college continues to evaluate the effectiveness of the designated smoking areas and modify the policy as necessary. The college is not yet where it wants to be in regards to campus security.

**Planning Agenda**

Complete the EVC Emergency Preparedness process

**Evidence**

| 3B.1.b.1 | CAPED ADA Transition Requirements | http://evcwebs.sjeccd.edu/accreditation/2 010/exhibits/3B.1.b/CAPED_ADA_Transition_Requirements
| 3B.1.b.2 | “As Built Drawings” approved by the Division of the State Architect | Hard copy on file in SJECCD Facilities Office.
| 3B.1.b.3 | Facilities/Safety Committee Minutes | http://evcwebs.sjeccd.edu/committees/Safety_and_Facilities/index.htm
| 3B.1.b.4 | 5-Year Capitol Construction Plan | Hard copy on file in SJECCD Facilities Office.
| 3B.1.b.5 | Injury and Illness Prevention Program | Hard copy on file in SJECCD Facilities Office.
| 3B.1.b.6 | SWACC Property & Liability Inspection | http://evcwebs.sjeccd.edu/accreditation/2 010/exhibits/3B.1.b/SJECCD_SWACC_Property_Liability_Inspection
| 3B.1.b.8 | No Smoking Policy Approval | http://evcwebs.sjeccd.edu/accreditation/2 010/exhibits/3B.1.b/No_Smoking_Policy_Approval
| 3B.1.b.9 | No Smoking Communication | http://evcwebs.sjeccd.edu/accreditation/2 010/exhibits/3B.1.b/No_Smoking_Communication
STANDARD III B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

STANDARD III B.2.a

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The college’s Educational and Facilities Master Plan serves as the basis for all facilities and equipment-related planning and evaluation. As described more fully in Standard III B.2b below, the Educational and Facilities Master Plan is fully integrated with the college’s strategic planning process. Evergreen Valley College’s physical resources and capital plans contribute to fulfillment of the college’s mission and goals by providing a safe, modern, and supportive learning environment for all its students. In recent years, facilities planning and projects have contributed greatly to institutional improvement within the framework of the college’s Strategic Initiatives: Student Centered, Community Engagement, and Organizational Transformation. For example, the new Center for the Arts provides a wonderful facility for theater performances and visual art that the entire community can enjoy. One Area of Focus within the Community Engagement Initiative is “College in the Community” and EVC made a great effort to consider the community’s needs in designing a large theater and art gallery into the new Center for the Arts. This beautiful new complex was a perfect host facility for the weeklong community-oriented celebration that marked its opening in September 2009, featuring modern dance, World Theater, music from different cultures, art performances, and jewelry, graffiti painting, and art installation workshops. (3B.2.a.1)

The Educational and Facilities Master Plan cycle begins with the creation of an Educational Master Plan, which provides a demographic snapshot of the student body, trends and projections in population, enrollment, and
curriculum needs, and an assessment of the facilities and equipment that will be needed to accommodate our future programs and services. The college’s consultant, Maas Companies, is currently conducting its Educational and Facilities Master Plan—2025 Update with oversight by the college’s Institutional Effectiveness Committee. (3B.2.a.2) The last Educational Master Plan update took place in 2006, and the current report will be complete in fall 2010. Based on the data and conclusions provided in the Educational Master Plan, the college then engages in facilities master planning to identify physical resource planning needs and options.

In 2006, the college and its consultant Maas Companies produced the Evergreen Valley College Resource and Financing Plan, which updated the existing Master Plan’s assessments of educational programs, support services, and space. The overall goal for the plan was to determine the amount of space that would be required to accommodate the college’s instructional programs and support services through the year 2021. This plan provided important insights and resulted in several recommendations for the college, including flexibility and use of space for multiple disciplines in any new buildings, close involvement of faculty and staff in construction and building renovation plans, and a continued review of campus access routes and signage. All of these have been closely followed in subsequent facilities planning and projects, including the Center for the Arts construction and the modernization of the Cedro and P.E. Center buildings.

This 2006 Master Plan update provided a basis for comprehensive facilities planning. (3B.2.a.3) In 2007, the Board of Trustees commissioned a facilities planning update which became the foundation for campus modernization plans. A comprehensive sustainable master plan was developed which identified energy-conservation measures that could be undertaken to improve energy efficiency, reduce operational costs, and improve environmental quality. A review of maintenance and repair activities, together with interviews with maintenance staff and end users, identified areas of particular concern in terms of deferred maintenance at Evergreen Valley College. Master-planning architects were engaged to lead Evergreen Valley College through a series of meetings that served to identify physical campus planning goals and issues, develop options, ascertain the preferred solution, and identify an implementation strategy. The resulting Educational/Facilities Master Plan has been the basis of the second phase of the college’s capital construction program.
The District Facilities Construction and Maintenance Department submits an Education/Facilities Master Plan to the California Community College Chancellor’s Office for funding consideration in the Capital Outlay Program. (3B.2.a.4) This plan is developed by the District Facilities Construction and Maintenance Department, in consultation with Evergreen Valley College and district administration and as approved by the Board of Trustees. Initial project proposals for state funding, final project proposals, and a comprehensive detailing of planned projects (be they locally or state funded) are shown in priority and sequence of the construction projects. The plan takes into account an important criterion for campus facilities planning capacity to load ratios. The capacity to load ratio is a comparison of the square footage a college has in relation to the square footage the college’s enrollment indicates it needs. Capacity to load ratios are measured for different categories of space, including lecture, laboratory, office, library, and audio/visual support spaces.

As the capital construction program provides opportunities to construct facilities that meet the needs of Evergreen Valley College, the cost of operating and maintaining those facilities—the total cost of ownership (TCO)—is considered. SJECCE and Evergreen Valley College have several mechanisms by which to ensure that TCO is taken into account. Facilities design standards have been developed to ensure that new and renovated facilities are designed and constructed in accordance with SJECCE operational criteria. For example, energy efficiency is of paramount importance, particularly in light of escalating energy costs. For new buildings in particular, energy efficiency is a high priority design criterion. Evergreen Valley College’s new Center for the Arts is one example of an energy efficiency success story the designers were asked to make the building as energy efficient as reasonably possible, and by harvesting daylight, using occupancy sensors, digital building controls, efficient mechanical and illumination systems, high reflectivity architectural finishes, a cool roofing system and high efficiency glazing, the building is calculated to be 42 percent more energy efficient than required by California’s stringent building code requirements. Other SJECCE facilities design criteria include but are not limited to architectural finishes that are functional, pleasing, durable and maintainable, as well as environmentally friendly furniture selected in accordance with criteria that includes comfort, ergonomics, durability, maintainability, and longevity. Further, the design of new systems (mechanical, electrical, communications,
building management controls, fire alarm, security systems, plumbing fixtures, etc.) with existing campus wide systems in mind ensure that maintenance staff have the knowledge, tools and equipment to operate and maintain them.

**Self Evaluation**

**The college meets this standard.** The facilities of Evergreen Valley College, as well as its resource planning and evaluation, help enable the college to fulfil its mission and goals. Long-range capital planning, in the form of the Educational and Facilities Master Plan, as well as Total Cost of Ownership analyses and the development of design standards, allow for comprehensive and informed decision-making.

**Planning Agenda**

None.

**Evidence**

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<thead>
<tr>
<th>3B.2.a.1</th>
<th>ARTiculate Brochure</th>
<th><a href="http://evcwebs.sjeccd.edu/articulate/index.htm">http://evcwebs.sjeccd.edu/articulate/index.htm</a></th>
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<td>Educational and Facilities Master Plan 2025</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/master_plan.htm">http://evcwebs.sjeccd.edu/accreditation/master_plan.htm</a></td>
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<td>3B.2.a.3</td>
<td>2006 Evergreen Valley College Resource and Financing Plan (Maas)</td>
<td><a href="http://evcwebs.sjeccd.edu/st_planning/EVCResource_and_financing_plan.htm">http://evcwebs.sjeccd.edu/st_planning/EVCResource_and_financing_plan.htm</a></td>
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<tr>
<td>3B.2.a.4</td>
<td>5-Year Capitol Construction Plan</td>
<td>Hard copy on file in SJECCD Facilities Office.</td>
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**STANDARD III B.2.b**

*Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

**Descriptive Summary**

Evergreen Valley College has a strong strategic planning process which precedes and informs physical resource planning. The Institutional Effectiveness Committee (IEC) is a shared governance committee which oversees both strategic planning and the creation of EVC’s *Educational and Facilities Master Plan*. The Mission Statement and Strategic Initiatives define
Evergreen Valley College and set the priorities that it wishes to pursue as an entity. All other planning and evaluation, from program reviews to the Educational and Facilities Master Plan 2025, are conducted with these institutional goals in mind. (3B.2.b.1) All decision-making is linked to evidence and to these larger purposes.

At the same time, our assessments of physical resources factor back into planning and decision-making as well. One example of this is the importance of the Educational and Facilities Master Plan in the strategic planning process. In April 2010, the college is scheduled for a retreat at which all faculty, staff, and administrators will have the opportunity to hear a presentation on the preliminary assessment results of the Educational and Facilities Master Plan 2025, which included a baseline curriculum study, a written survey, on-campus interviews with 57 people, and both an Internal and Externa Environmental Scan en route to determining the college's space needs. The preliminary findings from this Educational and Facilities Master Plan 2025 will be shared with all attendees prior to them having the opportunity to revisit and reconsider the college’s Strategic Initiatives. When the college conducted a similar set of strategic planning activities in 2007, using the results of the 2006 Evergreen Valley College Resource and Financing Plan, the data and conclusions from that assessment helped to define the college's goals and later served as the basis for comprehensive facilities planning and campus modernization projects. (3B.2.b.2)

Physical resource planning in Educational and Facilities Master Plan 2025 is highly participative and iterative. Evergreen Valley College administration, constituency groups, as well as district facilities planners, the chancellor and the Board of Trustees collaborate to ensure that facilities support educational and other strategic goals. Annual updates are also inclusive efforts involving Evergreen Valley College administration, end-user groups, facilities planners, district executives and the Board of Trustees. Project-level programming and planning, review of design documents, and selection of furniture, fixtures and equipment is based on input from Evergreen Valley College administration and end users. These interactions ensure that physical resource planning is integrated with institutional planning. Program review-identified needs are channeled into physical resource and institutional planning as well.

SJECCD and Evergreen Valley College’s capital construction program has resulted in the addition of new buildings in the space inventory which must
be maintained. The College Budget Committee developed a resource allocation model with a mechanism that increases (and decreases) annual maintenance budgets to reflect additions and deletions from the space that needs to be maintained. (3B.2.b.3)

**Self Evaluation**

**The college meets this standard.** The *Educational and Facilities Master Plan* process, which engages constituencies at both the college and district levels, successfully ensures that physical resource planning is integrated with institutional planning. While institutional planning precedes and informs physical resource planning, regular evaluations of physical resource needs are factored back into planning and decision-making at each level. Today, all college decisions regarding resource allocation are made on the basis of evidence, through a participatory shared governance process, ensuring that assessment and evaluation will continue to serve as the basis for college-wide improvement.

**Planning Agenda**

None.

**Evidence**

| 3B.2.b.1 | Educational and Facilities Master Plan 2025 | http://evcwebs.sjecccd.edu/accreditation/mast er_plan.htm |

**STANDARD III C Technology Resources**

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

**STANDARD III C.1**

*The institution assures than any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*
Descriptive Summary

Technology resources are used throughout the college to support and increase the effectiveness of student learning programs and services. Technology resources that meet the needs of learning, teaching, college-wide communications, research, and operational systems include the following:

- Smart classrooms equipped with projectors and sound systems
- Wireless access throughout the campus
- Multiple computer labs
- Computers for all faculty and staff
- VoIP/email/web services, including access to grades and research information
- Downloads
- MyWeb
- Datatel, a management information system
- District and college websites (including committee and faculty pages)

Planning for the technology needs of the college has been informed by the District Technology Committee (DTC) and the College Technology Plan, written by the Campus Technology Committee (CTC), a multi-constituency college committee. Evergreen Valley College (EVC) identifies technology needs through a variety of processes. The CTC helps identify the technology needs for EVC and the Facilities Committee plans for expansion and addition of physical space to house instructional, student services, and administrative programs.

In addition, CTC identifies technology needs and determines technology services for the College with the Campus Technology Support Services (CTSS) based on the education and facilities master plans. The committee has developed a number of goals to identify and meet institutional technology needs to support student learning.

The Chair of CTC also serves on the District Technology Committee (DTC), providing a bridge between district and institutional technology services. DTC provides a forum for administrators, faculty, and staff from both colleges to discuss, preview, introduce, and recommend technology products, view application demonstrations, and discuss pedagogy, as each relates to teaching and learning, using technology.
Network, computer services, and information systems staff are centralized and under the direction of the Director of Information Technology Support Services (ITSS) at the district.

Computer technical support staff, located on EVC’s campus, report to the Campus Technology Support Service (CTSS) Supervisor to ensure coordination and delivery of technology support. ITSS technical staff supports the district’s network, telephone system, computers, and servers. An online work request system has been created to deal with immediate and long-range technical support needs (3C.1.3). Computer support technicians at the district staff the ITSS Helpdesk (call center) from 7:00 a.m. to 9 p.m., Monday through Thursday, and 7:00 am to 6:00 pm on Fridays.

Self Evaluation

The college is on pace to meet this standard. The college meets the standard with respect to identifying technology needs of learning, teaching, college wide communications, research, and operational systems. The collaborative effort of the District Technology Committee, Campus Technology Committee and the Campus Technology Support Services will provide needed structure and organization to better identify and meet technology needs for the institution. However, the college does not have a process for evaluating the effectiveness of technology in meeting the range of teaching and learning needs.

In the area of computer technical support, hiring of a CTSS supervisor, the District ITSS Director, to guide technical development and support has made a major difference in the college’s ability to plan and implement technology expansion and upgrades throughout the campus. The college has been allotted only five full-time computer support technicians. This number falls below the standard ratio of the number of technicians to the number of computers on campus.

Planning Agenda

Through the Campus Technology Committee, develop an annual report to assess effectiveness of technology in meeting institutional needs, including student learning programs and services. Seek additional resources to increase local computer technical support.
Work with District ITSS to increase availability of technicians to serve on committees.

Evidence

<table>
<thead>
<tr>
<th>3C.1.1</th>
<th>Campus Technology Committee Minutes</th>
<th><a href="http://evcwebs.sjeccd.edu/committees/CTC">http://evcwebs.sjeccd.edu/committees/CTC</a></th>
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<td>CTSS TrackIt System</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/2010/trackit_system.html">http://evcwebs.sjeccd.edu/accreditation/2010/trackit_system.html</a></td>
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<td>District Technology Committee</td>
<td><a href="http://www.sjeccd.edu/facultystaff/Pages/TechnologyComm.aspx">http://www.sjeccd.edu/facultystaff/Pages/TechnologyComm.aspx</a></td>
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STANDARD III C.1.a

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

Descriptive Summary

The responsibility of technology services, professional support, facilities, hardware and software are shared between the district and the college. The Campus Technology Committee and District Technology Committee work in coordination with the Technology Leadership Group at the district level to prioritize new technology initiatives. The Chief Technology Officer (CTO) bares the responsibility of working closely with designated college level “power users” liaisons to explore and implement technology goals for the district. The vast majority of initiatives are aimed at streamlining the delivery of services to students and enhancing the quality of education inside the classroom. In recent years, the concept of green technology initiatives has emerged as a strategy to reduce operating costs due to significant budget restraints at the state level. These include:

- DATATEL Student Information Systems (admissions, registration, payroll, financial aid, and human resources)
- Microsoft Exchange Servers (email)
- Web Advisor / MyWeb for student, faculty and employees
- SARS Grid and Call
- Cisco Voice Over Internet Protocol (VOIP)
Future Technology Initiatives:

In addition to the existing technology initiatives, the college and district has worked in tandem to earmark specific future technology needs. Many of these initiatives are dependent on existing technologies being fully implemented. However, the College Technology Committee and District Technology Group recognize the importance of defining priorities and establishing clearly defined timelines for technology. The future technology initiatives include:

- ESARS – Web based appointment scheduler for Assessment and Counseling
- Universal Admission Application – web based and customizable for categorical usage
- Degree Audit – Student self service checking of degree requirements for graduation
- DATATEL Add Codes for remote internet registration
- Online Grade Rosters
- Online Grade Book – Faculty grade accounting
- Early Alert – Student intervention utility aimed at improving student success
- Active Campus Portal – Single sign on point for all end users
- DATATEL Student Payment Plan module deployment
Research and Reporting Technology Initiatives:
In response to gathering information for divisional program reviews, the college and district implemented two significant technology tools. These include:

320 Reporting Portal for enrollment management and program review
Discoverer Research Utility – Oracle database tool for student success analysis

Although the initial queries built prior to 2005 had limited capabilities to extract pertinent student success information, the deployment of these new reporting initiatives has prompted the college to closely examine the validity of data extracted from the DATATEL system. The college has taken significant steps to redefine queries that are relevant to program reviews.

In addition, the 320 Reporting Portal has significantly helped by providing real time data for enrollment management. This has increased efficiency at the divisional level and provided a platform for the college to offer a student centered course offerings each semester.

Student Driven Technology Initiatives:
Technology continues to evolve at a significant pace for the college community. Students are increasingly becoming more sophisticated and demanding that services be delivered in a user friendly mode in and out of the classroom. In order to address these demands, the college has implemented campus wide technologies. These include:

WiFi internet connectivity - campus wide
Smart classroom initiatives – projector and computer in every classroom
Online courses and hybrid course offerings – alternative instructional format (MAAS master plan)

Instructional Driven Technology Initiatives:
The need for a course management system has been a challenge for the college in recent years. Initially, the Campus Technology Committee recommended WEBCT as the primary course management tool for Faculty. However, disputes over licensing costs ultimately led to its demise and the college in 2006 moved towards the deployment of the Blackboard course management product. Ultimately, the Blackboard product proved cumbersome and the decision was made to explore Moodle as a cost efficient
solution to address the course management issue for faculty. Moodle has been operational since 2008 and continues to be adopted by the vast majority of faculty on campus. This process has gathered widespread support due to the numerous training sessions that are available to faculty on campus. It continues to be a user friendly solution for the entire college community. As of fall 2009 semester, the college migrated to Moodle as its only CMS.

Moodle – Course Management System 2009

Facilities Driven Technology Initiatives:

In 2009 the college successfully opened the new Visual Performing Arts Center. This achievement required a significant amount of technology planning and resources. Faculty work stations were relocated to new offices and classrooms were designed with ceiling mounted projectors, sound systems, and internet connections. The technology in the theater is very advanced and requires specialized expertise to operate. The college is currently exploring a long term solution to train existing staff in the operation of the highly technical equipment.

The renovation of the Cedro building was complete in spring 2010 and involved a complete assessment of technology. Classrooms were also retrofitted with ceiling mounted projectors, sound systems, and internet connections.

Self Evaluation

The college meets this standard. The college has taken deliberate steps to incorporate technology in every aspect of the educational process for the college community. The careful planning and deployment of new initiatives has created an environment where faculty, staff, and students believe in technology. This awareness of technology has clearly enhanced the operation and effectiveness of the institution.

However, the college must work towards building upon the existing technology initiatives. One drawback in the coming years will be an ever decreasing budget. Technology will need to play a key role in providing more services with fewer resources. This approach suggests that the college should explore the expansion of online instruction as an alternative to costly traditional classroom instruction.
Also, the district technology leadership needs more stability at the executive level. In recent years, the district has opted to employ specialized contractors to complete many of the technology initiatives. Although many of the projects were successfully completed, it was somewhat difficult to establish a long-term working relationship between the college and the district in regards to technology. The district will need to work towards hiring a permanent Chief Technology Officer (CTO) with wide-ranging experience.

Planning Agenda
Complete the draft of the Campus Technology Plan in 2010/2011.

Evidence

| 3C.1.a.1 | CTC member List | http://evcwebs.sjeccd.edu/committees/CT |
| 3C.1.a.2 | CTC Meeting Minutes | http://evcwebs.sjeccd.edu/committees/CT |

STANDARD III C.1.b

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

Descriptive Summary
The majority of technology training for college faculty and staff is coordinated through the district’s Technology Resource Center (TRC) which was established in 2002. The objectives of the TRC are to:

- provide college wide direction for the design, research, development and implementation of technology;
- provide faculty with training and support to allow them to effectively use technology to enhance student-centered learning;
- provide staff and administrators with training and support to effectively complete tasks to enhance office processes;
- provide central locations for people to exchange ideas and methods of using technology to enhance instruction and office processes;
- maintain campus-based centers that provide employees with access to current computer hardware and software; and
strive to maintain EVC as a leader in the development and use of instructional technology.

The TRC at EVC has grown and was relocated to the second floor of the Library and Educational Technology Building in 2004. It serves the college by providing a place where EVC faculty and staff can access high-end computer equipment, software applications and tools, and receive consulting assistance to develop web-based courses and webpages. The TRC also offers workshops and training sessions to meet faculty and staff needs. These workshops include training in the Course Management Systems (Blackboard and Moodle), Microsoft Office Suite (Word, PowerPoint, and Excel), Outlook email, multimedia applications, such as Camtasia, and emerging technologies, such as blog and wiki. Efforts are in process to provide training in podcasting. The TRC also offers a number of online tutorials and will be adding iTunes U to its services. The TRC faculty is available for individual consultation as well.

The TRC works with the Teaching and Learning Center (TLC) to provide new faculty training.

In addition to training offered through TRC, staff and faculty may apply for professional development funds to upgrade skills in technology areas by enrolling in the EDIT (Educational Instructional Technology) courses as well as the webinars, workshops and face-to-face institutes offered by @ONE Program (state funded grant program that provides technology training for California Community Colleges and is housed in EVC). (3C.1.b.1)

At EVC, our EDIT courses are also available for student enrollment. For example, EDIT 05 is a course designed to educate students about online education. (3C.1.b.2) This course is an introduction to the learning technologies, strategies and tools needed to be successful in an online course. Students will also learn how online courses are structured and strategies for being successful in an online course. This course is recommended preparation for all students enrolling in online courses at Evergreen Valley College.

Additional training for students is provided on an individual basis when the need arises. Examples of this would be catalog, database, and internet research navigation in the library, Assistance with curriculum specific equipment or applications in the various labs across campus, instructor provided training during class time or office hours, One-Stop Orientations for help with initial navigation of WebReg, and tutoring assistance. Training for tutors in regards to online tutoring was initiated in fall 2009. Spring 2010 saw
the addition of MyWeb training included in the Tutoring Center’s *Night on Caffeine*, along with Computer Skills Workshop held by Open Lab and Computer Individualized Instruction faculty. (3C.1.b.5, 6)

Self Evaluation

**The college is on pace to meet this standard.** The college provides training to staff and faculty through the Technology Resource Center; however the training is limited due to budget constraints and a single faculty with release time from Educational Technology courses to provide the training. The need for additional training is clear according to the 2009-10 Employee survey (3C.1.b.4) Technology training was third in the top five negative responses. Clearly while training is offered employees feel it is not adequate to their needs.

From past PDD surveys a particular area of concern is that classified staff, due to their work schedules, do not have as much opportunity as they would like to take advantage of the workshops offered through TRC. In addition, there is interest in different levels of training (e.g., beginning, intermediate, advanced) to best respond to individual needs. Most staff are unaware of the different modes of @ONE training available to them—much of which is free.

Planning Agenda

Develop a tool to evaluate training needs of staff and implement when funds become available.
Increase awareness of, and opportunity to use, available training through @ONE.

Evidence

| 3C.1.b.1 | @One Training | [http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3A.5.a/At_One_Training.pdf](http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3A.5.a/At_One_Training.pdf) |
| 3C.1.b.2 | EVC Catalog for EDIT 05 | [http://evcwebs.sjeccd.edu/catalog/chapter5](http://evcwebs.sjeccd.edu/catalog/chapter5) |
| 3C.1.b.3 | EVC Class Schedule | [http://evcwebs.sjeccd.edu/schedule](http://evcwebs.sjeccd.edu/schedule) |
| 3C.1.b.4 | Employee Survey | [http://evcwebs.sjeccd.edu/accreditation/self_study/survey_results.htm](http://evcwebs.sjeccd.edu/accreditation/self_study/survey_results.htm) |
STANDARD III C.1.c

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

Descriptive Summary

The district’s Information Technology Support Services (ITSS) works in coordination with Campus Technology Support Services to systemically plan, acquire, maintain, and upgrade technology services throughout the district. Decisions are made in collaboration with the Campus Technology Committee and the Technology Leadership group to replace existing technology infrastructure and equipment to meet institutional needs. In 2008, ITSS upgraded the entire network functionality of the district. This strategy significantly helped the district’s ability to facilitate the overall functionality of technology at the college level. Existing servers were standardized to Cisco and routers were upgraded to improve the performance of the network.

In addition to replacing the infrastructure of the district and colleges, the decision was made to enact the computer hardware replacement program for existing users throughout the district. This involved the purchasing of severa desktop and laptop computer for Faculty, staff and students usage. Through a careful inventory and mapping process in 2008, CTSS identified existing workstations that had become obsolete from a technology perspective. The college now has a clear picture of all workstations and their operating systems. These improvements have helped to provide a standard for technology for the college community. The college has also engaged in several other technology infrastructure initiatives. These include:

- VoIP Project – Voice Over Internet Protocol
- Web server upgrades
- Microsoft License Agreements participation
- WiFi project 2008
- Anti Spam Software
- Virus Protection Software
- Backup Servers for DATATEL Student Information System
- Network Security Project
- Microsoft Exchange Email
- Active Campus Portal – Pilot 2010
Self Evaluation

The college meets this standard. The college has developed a clear inventory of existing work stations. This requires the constant servicing and management of hardware and software applications. As the college expands operations on and off campus, it will need to continue to plan for the systemic upgrades of these technologies. The looming budget constraints at the state level will have a significant impact in the college’s ability to address technology in a timely manner.

Planning Agenda

None.

Evidence

<table>
<thead>
<tr>
<th>3C.1.c</th>
<th>SJECCD Technology Plan 2005-08</th>
<th><a href="http://www.sjeccd.edu/facultystaff/Pages/TechnologyComm.aspx">http://www.sjeccd.edu/facultystaff/Pages/TechnologyComm.aspx</a></th>
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<tr>
<td>3C.1.c</td>
<td>ITSS Monthly Reports</td>
<td><a href="http://www.sjeccd.edu/facultystaff/Pages/TechnologyComm.aspx">http://www.sjeccd.edu/facultystaff/Pages/TechnologyComm.aspx</a></td>
</tr>
</tbody>
</table>

STANDARD III C.1.d

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

Descriptive Summary

All decisions regarding the distribution and utilization of technology resources are made collaboratively among the Campus Technology Committee (CTC), District Technology Committee (DTC), and the District Information Technology Services and Support Department (ITSS) to insure that they will enhance our college’s programs and services. Together these committees listen to the suggestions made by the students, faculty, and staff and consider how they can be implemented effectively. Currently, through a process of shared governance and cooperation between CTC, DTC, ITSS, and CTSS, a five year plan is being implemented to orchestrate the distribution and utilization of technology resources across EVC. Current technology resources that support our programs and services include:

Computer replacement and update plans as described in EVC’s 5 year plan (3C.1.d.3)
Campus modernization project which includes adding more smart classrooms (3C.1.d.4)  
EVC Wi-Fi project  
VOIP Phone System  
Survey Monkey utility to get feedback from students, faculty, and staff.  
EVC website to aid in the delivery of student services such as application and registration information, campus events calendar, and counseling services.  
Continuous improvements to MyWeb including the addition of online census, online add code registration, and online parking permits.  
Administrative Technologies such as Datatel, Discover, CCC-Confer, SARS Trak, 320 Reporting Portal and Datatel  
DSP Assistive Technologies- Adaptive Software—i.e. JAWS, Kurzweil 1000 and 3000, Dragon naturally Speaking, ZoomText; Adaptive hardware including: scanners, trackball mice, and headsets with microphone.  
Open computer labs in Library/ETC, building and Student Center  
Specialized educational labs such as Business labs, Nursing Skills Lab, Math and Science Resource Center, and a Language Arts Center which contain computers and relative educational resources  
Videos and DVD’s to support telecourse class offerings at EVC

To help faculty and students use these resources effectively, we have a Campus Technology Support Services Department (CTSS) and a Technology Resource Center (TRC). Their services include:

<table>
<thead>
<tr>
<th>Campus Technology Support Services</th>
<th>Technology Resource Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>7am – 9pm CTSS help hotline through ITSS Help Desk</td>
<td>9am – 3:30pm Distance Education students and staff assistance</td>
</tr>
<tr>
<td>Media and technical difficulties support</td>
<td>Access to scanners, Mac’s and PC’s, DVD converters, and a multiple CD Burner</td>
</tr>
<tr>
<td>Software updates and installation</td>
<td>Training with all campus technologies as described in 3C.1.b</td>
</tr>
<tr>
<td></td>
<td>Creation and distribution of training manuals for students and faculty.</td>
</tr>
</tbody>
</table>
Self Evaluation

The college meets this standard. Technology resources are widely available to all students, faculty, and staff. There are multiple committees in place to insure the resources are used effectively and to provide training and support year round. EVC has a total of 1626 computers; 492 office computers and 1134 instructional computers in labs and student centers. Regular backups are made to a recovery server which has been in place since 2008 to assure security and reliability in our infrastructure. Plans are in place to regularly update these computers and provide maintenance when needed. Online services are provided to students to assist in access to their personal profiles and information to available campus resources. Our resources will continue to enhance all of our college’s programs and services and will be evaluated for effectiveness through regular campus wide survey, the results of which will be shared with the campus and evaluated by the CTC, DTC, and ITSS for future planning.

Planning Agenda
None.

Evidence

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>3C.1.d.1</td>
<td>Technology Resource Center survey</td>
<td>Hard copy available on site.</td>
</tr>
<tr>
<td>3C.1.d.2</td>
<td>Technology Resource Center annual reports</td>
<td>Hard copy available on site.</td>
</tr>
<tr>
<td>3C.1.d.3</td>
<td>CTC 5 year plan</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3C/EVCDesktopReplacementG">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3C/EVCDesktopReplacementG</a></td>
</tr>
<tr>
<td>3C.1.d.4</td>
<td>Campus Technology Modernization Project Plans</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3C/Smart_Classroom_Upgrade">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3C/Smart_Classroom_Upgrade</a></td>
</tr>
</tbody>
</table>

STANDARD III C.2

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

Evergreen Valley College integrates technology with institutional planning. The Campus Technology Committee, District Technology Committee, Institutional Planning Committee, Technology Leadership Group, and Facilities Committee work in tandem to incorporate technology into all aspects of their planning efforts. This is evident in the deployment of technology in the Visual Performing Arts Building and the newly renovated Cedro Building on campus. The college has made every effort to enhance the student experience via the use of technology. Many of the classrooms and buildings are being systemically retrofitted to ensure that they are designated as smart classrooms. (3C.2.2)

Students at Evergreen Valley College are integrated with technology from a classroom and students support services perspective. Classrooms are equipped with digital media for presentations as well as computer internet access that enhances the mode of instruction. The college has made significant commitments to streamline the online registration process and enhance the ability to communicate electronically with students. In addition, there are plans to offer more distance education online courses as an alternate form of providing instruction.

In order to gather relevant data, the college utilizes the annual process of sequential programs reviews in both Student Services and Academic Affairs. This information provides an opportunity to strategically plan from the departmental level. Program reviews continue to be an instrumental tool for the assessment of services delivered to students. However, technology is not the primary focus of program reviews; rather, it is small component of the overall assessment.

The college has a clearly defined instructional equipment process. Many of the requests involve the purchase of technology for departmental utilization. Student Services has in previous years participated in the process to ensure that technology is readily available for Faculty to enter critical grade information.

Technology continues to be a primary focus at Evergreen Valley College. The college has developed and implemented key committees that share in the responsibility of mitigating technology needs at the college and district level. These committees include the following:
Institutional Effectiveness Committee (IEC)
The Institutional Effectiveness Committee bares the responsibility of evaluating how well the college provides instructional and student support services to the college community. By default, many of the issues involve the utilization of technology. For example, many of the program reviews require specific reports in order to gather student data. These reports can be readily obtained by using the reporting tool Discoverer.

Technology Leadership Group (TLG)
The Technology Leadership group is a newly formed group. This team is comprised of key administrators from both colleges and district ITSS that meet on a monthly basis to make decisions on the priority of newly created green technology initiatives for the district community. The ITSS group at the district level has been without a permanent Chief Technology Officer for approximately two years. This factor created a significant need for collaboration amongst the two colleges and district.

Campus Technology Committee (CTC)
The Campus Technology Committee is an existing team of college personne that represent various segments of the college community. The representation is as follows:

- Representation from Faculty
- Representation from Administrators
- Representation from Student
- Representation from Classified

On a bi-monthly basis the group discusses technology related issues for both academic affairs to student services. This group is responsible for making recommendations to the college president for implementation and deployment of technology related initiatives. Representation is reflective of the college community and works towards identifying areas for improvement as it relates to technology.

MAAS – Educational and Facilities Master Plan
The Educational and Facilities Master Plan team is comprised of MAAS consultants and college employees. (3C.2.1) The group is charged with developing a long term plan on addressing the following items:

- Student trends
Future enrollment projections
Socioeconomics of community population
Facilities development long range plan
Alternative form of instruction (distance education)
Traditional form of instruction (classroom)
Student support services

Archubus Software
The Archubus software project is a comprehensive tool utilized by Evergreen Valley College to accurately schedule classroom space on a semester by semester basis. By deploying this software, the college is readily able to avoid room conflicts and appropriately allocate classroom space. The long term goal is to incorporate this software in the identification of technology gaps from a facilities perspective.

Self Evaluation
The college is on pace to meet the standard. Evergreen Valley College has taken significant preliminary steps to develop a plan to integrate technology with institutional planning. (3C.2.3) This is evident with number of committees devoted to the various aspect of technology at the college and district level. However, the college has yet to clearly develop a systemic process in the assessment of technology. This is particularly true in the areas of alternative “online” forms of instruction.

The current budget constraints will make the deployment and assessment of new technology in the coming years very challenging. The college will need to be more deliberate and creative in the way it moves from planning to taking action. The results of the MAAS report suggest that student enrollment will continue to grow at Evergreen Valley College. It is critical that the college take a hard look at the role of technology in servicing existing and future student enrollments. The EVC Technology Plan has not been revised since 2005. It is crucial that the college create a comprehensive technology Plan informed by the MAAS report and the Educational and Facilities Master Plan while addressing the challenges created by the current state budget crisis.

Planning Agenda
Complete a comprehensive draft of the EVC Technology Plan in 2010/2011.
Evidence

| 3C.2.1 | Educational and Facilities Plan 2025 | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3C/Smart_Classroom |
| 3C.2.2 | Campus Technology Modernization Project Plans | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3C/Smart_Classroom |
| 3C.2.3 | SJECCD Technology Plan | http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3C/District_Tech_Plan |
| 3C.2.4 | Campus Technology Committee | http://evcwebs.sjeccd.edu/committees/CTC |

STANDARD III D  Financial Resources

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

Descriptive Summary

In 2006-2007, the District Budget Committee, under the leadership of the vice chancellor of administrative services, developed a new resource allocation model. As a result, a defined systematic and cyclical process is now in place. This process begins in January with the Governor’s announcement of budget recommendations for the next fiscal year.

Based on reasonable and generally accepted levels as outlined in Planning and Budgeting: A New Process, and in consultation with the District Budget Committee, the chancellor recommends a prudent General Fund reserve be set aside as the first step in the budgeting process. Second, funds for any new Board-initiated programs are included in the annual district budget proposal. To the extent possible, these initiatives will be shared with the District Budget Committee for review and comment prior to any decision to include them in the district budget. Both these steps generally occur in January. (3D.2) In February, the chancellor allocates the remaining projected General Fund
revenue (Fund 10) between the colleges and the District Office (DO), based upon the advice of the District Budget Committee using financial and program metrics and the goals of the Governing Board. (3D.3)

The college relies primarily on its share of the district’s general unrestricted fund to support its programs and services. As with all strategic planning at EVC, finance and budget decisions are integrated with the shared governance process. The college community is informed and involved in the process starting in January with consultation of division faculty, staff, and administrators. The consultation involves several steps taking place in February and March. Division recommendations are forwarded to the appropriate council (Instruction Council or Student Services Council) where priorities are combined to ensure comprehensiveness, equity, and alignment with college goals. The recommendations are then forwarded for the Executive Team review and are prioritized into a single budget plan adding any required operational needs. Following the consolidation of the plan, budget requests are made to the College Budget Committee through an open college hearing. The College Budget Committee analyzes the plan and reports its recommendations to the College Council who oversees the college decision making process and serves as an advisory body to the president. In late April, the College Council approves and sends its recommendations to the president. The president reviews the recommendations made by the College Council, makes any final adjustments, and, in May, forwards the final college budget plan recommendations to the District Budget Committee. The plan is then reviewed by the committee and in turn is sent to the chancellor for review. Approval of the tentative budget by the board occurs in May or June. Board adoption of the budget is completed in August or September once the state budget is finalized. (3D.1)

In 2008, in light of the historic national budget crisis, the State of California faced a $21 billion deficit which significantly impacted the funding of the California Community College system. With an obligation to maintain a 5% reserve in the district for the Other Post-Employment Benefits (OPEB) bond to support retiree health benefits, SJ ECCD was forced to reduce its general unrestricted fund budget. For 2009-2010, the college faced an additional $2.3 million reduction from $32.3 million in 2008-2009 down to $29.9 million of the unrestricted fund budget. To respond to this budget reduction, the college relied on the shared governance process to solicit recommendations. (3D.4)
The college’s recommendations were reviewed and integrated into a district-wide reduction plan that included the two colleges and district office. The College Budget Committee, District Budget Committee, and District Council along with various constituency groups on campus have thoroughly engaged in this review and consultation process. The current budget reduction recommendation for 2010-2011 to the Board of Trustees includes fee increases for printed schedule, and catalog; reduction in schedule; salary savings from vacant positions, SERP for managers and classified employees, and a reduction in force due to an organizational restructure augmentation for medical benefits; and a reduction in discretionary funds.

**Self Evaluation**

**The college meets this standard.** It is extremely challenging for the college (and the district) to respond to an uncertain economic forecast. Under the circumstances, however, the college and district have established a structure and mechanism that include constituency groups and Shared Governance who will continue to play a key role in implementing short-term and long-term strategies as the college continues to address challenging fiscal matters.

**Planning Agenda**

None.

**Evidence**

<table>
<thead>
<tr>
<th>3D.1</th>
<th>SJECCD Administrative Services Webpage</th>
<th><a href="http://www.sjeccd.edu/business/Pages/Business.aspx">http://www.sjeccd.edu/business/Pages/Business.aspx</a></th>
</tr>
</thead>
</table>
The institution relies upon its mission and goals as the foundation for financial planning.

**Descriptive Summary**

The development of the college budget is driven by the college’s mission, vision, values, goals and strategies, in accordance with the college’s *Educational and Facilities Master Plan*, Strategic Plan, Matriculation Plan, Student Equity Plan, and the Accreditation Planning Agenda.

In spring 2006, the college began a college-wide strategic planning process identifying Strategic Initiatives that were to be reviewed on an annual basis. This process was integrated not only on the institutional level, but also on divisional, departmental, and personal levels. The college budget planning process, within the framework of the district’s newly developed budget planning model, *Planning and Budgeting: a New Process*, was integrated with college strategic goals and focus. (3D.1.2) As described in this document, the college developed an open and transparent process where shared governance entities are involved, and includes an Open College Hearing. Due to the budget crisis and reduction, this particular process has not occurred since spring 2007; however, the college is ready to resume this process fully when budget conditions improve.

The Institutional Effectiveness Committee (IEC) was formed in 2006 and oversees accreditation, program review, and strategic planning of the college (3D.1.1) The IEC ensures that college financial planning is driven by analyses that are conducted through the program review and strategic planning process. Most recently, the college revised its mission statement through college-wide retreats in September 2009 and January 2010. (3D.1.3)

The college is currently going through its *Educational and Facilities Master Plan* cycle which also serves as one of the foundations for financial planning. The college expects to receive its comprehensive recommendation in September 2010 at which point the IEC and College Council will lead its review and integration process for the college community.
Self Evaluation

The college meets this standard. Financial planning through the processes described above is now guided by the mission and goals of Evergreen Valley College.

Planning Agenda

None.

Evidence

<table>
<thead>
<tr>
<th>3D.1.1</th>
<th>IEC Charge</th>
<th><a href="http://evcwebs.sjeccd.edu/committees/IEC">http://evcwebs.sjeccd.edu/committees/IEC</a></th>
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<td>3D.1.3</td>
<td>EVC Mission Statement</td>
<td><a href="http://evcwebs.sjeccd.edu/about/mission.htm">http://evcwebs.sjeccd.edu/about/mission.htm</a></td>
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</table>

STANDARD III D.1.a

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The College Budget Committee reviews the college’s operational funds, categorical funds, resource requests, allocation recommendations, and budget reduction process for the college. (3D.1.a.1) While the IEC does not review detailed budgets per se, it ensures that program development and review processes, as well as Accreditation Planning Agenda and Educational and Facilities Master Plan are integrated with the financial and other planning of the college. (3D.1.a.2) A detailed description of EVC's budget and planning process can be found in the Planning and Budgeting: a New Process booklet that was published within the district in June 2007. (3D.1.a.4) It describes the district budget model as well as that for each campus. Using this model, faculty, staff, and administrators are notified of the start of the budget and planning process in January/February. Once this is done, there is a review of research and planning documents, including program reviews and institutional self-studies. Preparation of goals and budget requests for staffing, equipment, supplies, etc. are discussed. Request from academic disciplines and program or service units are submitted to the divisions for input. Faculty and staff are involved in prioritizing the needs. The requests are
submitted to either the Instruction Council or the Student Services Council. These groups of administrators review the requests for comprehensiveness, equity, and links with college goals. The next step is the executive team review which is followed by open college hearings. The College Budget Committee prioritizes requests presented at the hearings. The list is sent to College Council for review, after which it is sent back to the president for financial adjustments and decisions. (3D.1.a.3) At each step evaluations are made to be sure the requests are in alignment with strategic planning and college/district goals.

**Self-Evaluation**

**The college meets this standard.** Through the IEC and Budget Committee of the college, financial planning is integrated with and supports all institutional planning. Due to limited resources in the current economy, the process is restricted to critical requests.

**Planning Agenda**

None.

**Evidence**

| 3D.1.a.1 | College Budget Committee Minutes | [http://evcwebs.sjeccd.edu/committees/CBC](http://evcwebs.sjeccd.edu/committees/CBC) |
| 3D.1.a.3 | College Council Minutes | [http://evcwebs.sjeccd.edu/committees/College_Council](http://evcwebs.sjeccd.edu/committees/College_Council) |

**STANDARD III D.1.b**

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

**Descriptive Summary**

In spring 2006, the Institutional Effectiveness Committee (IEC) was incepted and began ensuring that the financial planning process is closely linked with
strategic planning activities and program review process. Through the strategic planning process led by IEC, the college’s Institutional Initiatives are aligned to each goal, so departments and divisions can develop objectives in response to a concrete set of guidelines.

Due to the historic budget crisis of the nation and California in 2008, the college needed to quickly develop strategies to respond to the reduction of budget and come up with a realistic assessment of the college’s financial resources. In concert with the district and San Jose City College, the college developed a process to identify possible reduction strategies. Each constituency group was involved in this process and the recommendation of this approach was communicated to the college-wide community through multiple venues: Professional Development Day, First-Thursday College Meeting, e-mail communication from the president, and posting on the college website to name a few primary mechanisms. Division deans also communicated with their division community the same and consistent information to ensure that the college community was aware of the approach to budget reduction.

Each year, departments engage in the faculty request process. Each division meets and discusses its needs and rationale supported by the data and come up with a recommendation for a full-time faculty hire. The recommendation then goes to the Instructional Council (vice president of academic affairs, student affairs, and deans) as well as to the Academic Senate. Each entity reviews and discusses the requests, prioritizes the list and makes a recommendation to the College Budget Committee. During this time, the vice presidents and Academic Senate president meet and discuss priority lists. Once the review is completed by the College Budget Committee, the recommendation goes to the College Council and then to the president. In addition, this process and information is also integrated into the program review process to assist in identifying staff and resource needs for program development.

Especially in this challenging financial climate, the college is actively seeking opportunities to find external funding. The federal and state governments are releasing funds especially for development and enhancement of the Career Technology Education (CTE) areas to create more jobs. The college is aggressively seeking opportunities to solicit external funding to create new programs that meet the mission and goals of the college. The college has also
been actively engaged in partnerships with secondary education, industry, and community partnerships.

Self-Evaluation

The college meets this standard. Realistic assessment of the financial resources is reflective of institutional planning, even in light of the state’s budgetary crisis. Current financial information is readily available at both the district and campus levels. Division leadership, as well as individual faculty members, continues to actively pursue resource development opportunities locally and at the state and federal levels.

Planning Agenda

None

Evidence

<table>
<thead>
<tr>
<th>3D.1.b.1</th>
<th>District Budget Committee</th>
<th><a href="http://www.sjeccd.edu/FACULTYSTAFF/BUDGETCOM/Pages/default.aspx">http://www.sjeccd.edu/FACULTYSTAFF/BUDGETCOM/Pages/default.aspx</a></th>
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STANDARD III D.1.c

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

Descriptive Summary

The college is in the process of identifying its financial priorities through the development of a long-range Educational and Facilities Master Plan 2025 which is in the final stage of review by the college community and will be approved by the Board of Trustees in September 2010. As a result of this process, short-range financial plans will be able to be addressed that are aligned with long-range planning. The education and facilities master plans
reflect changes and/or validation of educational programs and current campus facilities’ needs.

Financial reserves are maintained by the district in order to meet long-term obligations as well as budget emergencies. The 2009-2010 ending balance is $4,657,621 or 5.92% of Expenditures and Transfers under the General Fund. The estimated Fund Balance for 2010-2011 is $1,845,726 or 2.32% of Expenditures and Transfers in the General Funds, which is below the district’s required 5% contingency level by $2,126,062. The Board of Trustees will consider actions from the “a la carte menu” of budget reduction options recommended by the constituency groups at their May 2010 board meeting. These options will close the budget gap for 2010-2011. (3D.1.c.1)

All long-term obligations are budgeted at the district level and reported in the notes to the financial statements and are accounted for in the Debt Reserve Fund. The largest long-term obligations of the district are for repayment of General Obligation (GO) Bonds and Other Post-Employment Benefits (OPEB) Bonds. The largest obligations of the district are for repayment of $185,000,000 of General Obligation (GO) Bonds authorized in November 2004. The district has sold and issued $130,000,000 of GO Bonds through June 30, 2009 for the purpose of construction and renovation of college facilities.

Financing and Tax and Revenue Anticipation Note (TRAN) account for the large balance of long-term debt obligated by the district. Long-term debt service is budgeted as its first priority along with other long-term liabilities.

**Self-Evaluation**

**The college meets this standard.** Both the college and the district consider both their short-term and long-term financial priorities, including identifying and preparing for liabilities and future obligations. The short and long range financial plans and payment of liabilities are annually reviewed through an external audit to assure the college’s fiscal stability. Financial reports are presented annually to the Board of Trustees.

As a result of 2008 California budget crisis, the college’s ending balance has been in decline. The College Budget Committee and College Council, with input from all constituencies, has developed strategies identified as an “a la carte menu” of recommendations to the Board of Trustees for fiscal reduction to address the financial gap and keep the college budget balanced for 2010-
2011. Such recommendations includes fee increase for printed schedule, and catalog; reduction in schedule; salary savings from vacant positions and SRF for managers and classified employees; reduction in force due to organizational restructure; augmentation to medical benefits, and reduction in discretionary funds. (3D.1.c.1)

Planning Agenda
None.

Evidence


STANDARD III D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The college defines and follows its guideline and processes for financial planning and budget development, ensuring that all constituency groups with the opportunity to participate in developing institutional plans and budgets through the shared-governance process. The college and district guidelines are clearly delineated in the Planning and Budgeting: a New Process. The College Budget Committee, the College Council, and the Institutional Effectiveness Committee (IEC) are broad-based committees comprised of all constituencies including faculty, staff, students, and administrators. All three groups review and make recommendations for financial planning and budget development, as relevant, ensuring that their process is transparent to the college community. (3D.1.d.2)

The District Budget Committee (DBC) is a district-wide advisory committee representing all constituencies at two colleges and the district. DBC meets on a monthly basis and prepares an annual budget calendar consistent with the requirements of the California Education Code. Meeting minutes and other materials are available on the website. The District Council which is an advisory committee for the chancellor also meets on a regular basis and
reviews financial planning and budget development when appropriate. The functional relationship between the college-level shared governance groups indicated above and those at the district-level are clearly identified in the Planning and Budgeting document where effective coordination occurs. (3D.1.d.1)

Self-Evaluation

The college meets the standard.

Planning Agenda

None.

Evidence

| 3D.1.d.1 | SJECCD Budget Committee Minutes | http://www.sjeccd.edu/facultystaff/BudgetCom/Pages/BudgetAgendasMinutes.aspx |
| 3D.1.d.2 | College Budget Committee Minutes | http://evcwebs.sjeccd.edu/committees/CBC |

STANDARD III D.2

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary

Datatel software is used at SJECCD. Information is available and accessible to managers on the Datatel system. SJECCD is one of three community college districts in California whose Datatel is based on the Oracle system which makes data retrieval more complicated and less flexible than the regular Datatel set up. This limits capacity for the district and colleges to produce data, as well as use data to make decisions. To improve this situation, the district hired a consultant to develop a portal system where faculty, staff, and administrators can access accurate data and information necessary to perform their responsibilities in respective positions. We are at the final stage of overall implementation of the portal; however, data for program review was available and accessible to the IEC members, faculty, staff, and deans who were undergoing program review this year.
Both Datatel and the enhanced portal system are available and accessible to managers and relevant faculty and staff. Upon request, managers are able to retrieve budget data and reports in detail or in summary. There is room for improvement for consistent and systemic training for all users. The new vice chancellor of administrative services who came on board in July 2009 is in the process of implementing such a system.

The purchasing and procurement system in place has spending controls that preclude charges to accounts that have insufficient funds. The purchasing approval system requires several levels of approval. Purchasing requires signed approval of the manager of the unit, the college business services supervisor, and the district office purchasing department. These safeguards with established dollar limits are issued to appropriate staff and approved by department managers. Procurement card purchases are audited on a regular basis.

Decisions to augment budgets go through an approval process beginning with department and division deans, then through the vice president offices and finally competed at the budget office. Especially during this time of the budget crisis, the college is being cognizant about the responsible use of its resources.

**Self-Evaluation**

**The college meets this standard.** Since the last Accreditation Self-Study in 2004 and even from the mid-term report in 2007, the college, along with the district, has improved a great deal in enhancing the Oracle-based Datatel system to a portal system to create access to widely disseminated, dependable, and timely information for sound financial decision making (3D.2.1) The only lacking area for the institution, in collaboration with the district, following the enhancement and implementation of the portal system is to provide systematic, efficient, and regular training for the users.

**Planning Agenda**

Provide systematic, efficient, and regular training for Datatel and SJECCD Portal users.

**Evidence**

| 3D.2.1 | SJECCD Reporting Portal | Password available on site: [http://dorpdb.sjeccd.org](http://dorpdb.sjeccd.org) |
STANDARD III D.2.a

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Allocation of resources to support student learning programs and services is reflected in the annual planning process. As required by California Education code, an annual audit is performed by an independent Certified Public Accounting firm on all financial records of the district, including all district funds, student financial aid, bookstore, Associated Students, trust funds and reports required by the state. The annual audit report is presented to the Board of Trustees by the independent auditor. The audited financial report is placed on the district website and is available to all. (3D.2.a.3)

The district prepares financial reports which include budget at year-end and at mid-year. These year-end reports are presented to the Board of Trustees and are available online. The midyear report and final budgets are distributed to the members of the Evergreen Valley College Budget Committee and the District Committee on Budget and Finance. (3D.2.a.1, 2)

At the end of each month, the district business office performs the closing of the books and generates month-end reports, which indicate financial activities for the month, by fund, with comparisons of actual year-to-date expenditures versus budgets and remaining budget balances. These reports are made available to the college business services for distribution to the divisions and departments. The district strives to complete each month-end close on or before the 10th of the following month. Financial statements are provided to departments and divisions on a monthly basis.

Each college department and division office in conjunction with the college business services office monitors budget activity and provides reports to college staff for planning and decision making.

Self-Evaluation

The college meets this standard. The Educational and Facilities Master Plan, Strategic Plan and Program Review guide the college in review and
assessment of the financial resources needed to support student learning programs and services in addition to the current financial resources used in this area. Audit findings are supported by recommendations by the external auditor and require a response by the effected department in the form of an action plan. The annual audit report is presented to the Board of Trustees by the independent auditor. The audited financial report is placed on the district website, available to all.

Planning Agenda
None.

Evidence

<table>
<thead>
<tr>
<th>3D.2.a.1</th>
<th>College Budget Committee and its minutes and process; Board Budget presentations.</th>
<th><a href="http://evcwebs.sjeccd.edu/committ">http://evcwebs.sjeccd.edu/committ</a> ees/C BC</th>
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<td>Independent Audit</td>
<td><a href="http://www.sjeccd.edu/business/fiscal">http://www.sjeccd.edu/business/fiscal</a> services/Documents/06-30-09%20SJECCD%20Financial%20Repor t%20-.pdf</td>
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<tr>
<td>3D.2.a.4</td>
<td>Institutional Reponses to external audit findings</td>
<td><a href="http://www.sjeccd.edu/business/fiscal">http://www.sjeccd.edu/business/fiscal</a> services/Documents/06-30-09%20SJECCD%20Financial%20Repor t%20-.pdf</td>
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STANDARD III D.2.b

*Appropriate financial information is provided throughout the institution.*

Descriptive Summary

SJECCD uses the Datatel system to record and monitor functions and activities related to student accounts and information, financial aid, finance, position control, payroll, grants and human resources.

In finance, fund accounting is used to account for revenues and expenditures separately for each fund. The budget is loaded after board approval. Expenditures are recorded through the Datatel requisition process in which outside orders go through the approval process beginning with the
division/department administrator and finally by the Business Services Office. Similar processes are followed for expediting budget transfers, expense reimbursements, request for check, and petty cash.

The college uses the Datatel Finance Module to record and review financial transactions and information online. Each manager has access to all accounts in their area, both restricted and unrestricted, for which they are responsible. The manager has the option to view Datatel screen or run different reports at any time using either native Datatel or newly developed portal system.

The deans and managers have access to their budgets in Datatel at all times. The deans, managers, and administration meet on a regular basis in their respective meetings to discuss and review budgets, as they relate to the college in its entirety.

External funds and grants are all restricted. Coordinators or managers are responsible for program, administration and budget monitoring. The college Business Services supervisor and SJECCD director of Fiscal Services also have oversight responsibilities.

All financial information that relates to SJECCD is readily available to all members of the EVC campus and the general public. Information regarding fiscal conditions, financial planning and audit results are available from Board minutes and published financial reports posted on the district website. Printed copies of all budgets are available in the college library.

The College Council and Budget Committee are shared governance committees made up of associated students, classified, faculty, and management. These committees are responsible for making budget recommendations to the college administration for college budgetary matters. (3D.2.b.3, 2) The College Council and Budget Committee meetings are also open to any interested party. Members of these committees are to keep their division, department, or student association members updated on budget matters. Dates and times of meetings and events are posted on the Events Calendar on the EVC website. (3D.2.b.1)

The District Budget Committee is made of all major college constituencies from the two colleges and the district office. Information on budget development, minutes as well as other financial information, is posted on the website. This committee, along with college’s budget committee has been
taking a key role in addressing the recent California budget crisis by reviewing recommendations for budget reduction to balance the budget. Additional information posted on the district website includes first, second, and third quarter reports, tentative and adopted budgets, all presentations made to the Board of Trustees relative to budget, the audited comprehensive financial statements, annual budget calendar and information on capital projects.

The college president has consistently informed the college of developments in the state budget and how it affects our campus. For example: this past year with the State of California’s budget crisis, the president has held multiple open forum meetings to keep the faculty, classified staff, and students up to date on the impact the state budget crisis has had on our campus budget. (3D.2.b.4)

**Self Evaluation**

**The college meets this standard.** The financial information is readily available.

**Planning Agenda**
None.

**Evidence**

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<th><strong>3D.2.b.1</strong></th>
<th>EVC Events Calendar</th>
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**STANDARD III D.2.c**

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

**Descriptive Summary**

The district receives its revenues from several sources: federal revenues, state revenues, local revenues, and private revenues (other financing sources).
Each month during the year, the Board of Trustees is asked to approve requests to amend the adopted budget to recognize new federal, state special purpose grants as well as local contract revenue.

Both the district office and EVC monitor the cash flow policy and procedures on a monthly basis. (3D.2.c.4) A cash flow statement and the formal budget reports are presented to the chancellor and the Board of Trustees quarterly to better track our fiscal position throughout the year. Each report always presents revenues and expenditures of the current year and forecasts revenues and expenditures for the next year.

Currently, the district has sufficient cash flow to meet all spending obligations. The last three years’ ending balances of the unrestricted general fund (Fund 10) are $11,229,365 in 2006-2007; $ 7,078,090 in 2007-2008; and $6,395,593 in 2008-2009. With these amounts in the last three years, the district maintains greater than the 5% contingency reserve that is recommended by the State Chancellors Office. (3D.2.c.1, 2, 3)

To deal with other unforeseen occurrences, the district’s budget provides for a 5% reserve as stated above to address financial emergencies. Also, as a back-up plan, the district participates in the Tax Revenue Anticipation Notes (TRAN), which allows short-term borrowing, to support possible operational cash flow shortages arising from fluctuations in annual tax or revenue receipts that the general fund is dependent upon during the fiscal year.

Risk management policies exist, and the district vice chancellor of administrative services has the responsibility to protect and preserve the people and assets of the district. Currently SJECCD maintains adequate levels of various types of insurance, including employee health benefits, and workers’ compensation plan. Safety training and frequent monitoring for potential safety issues is also a major component of the Risk Management function. In the event of major catastrophes, the district insurance plans will cover the property and any liability.

During these years, when the community has gone through the worse economy crisis in the state’s history, in order to protect the district’s operations and to maintain stability, the district has made necessary reductions in order to have adequate reserve to smooth out the revenue fluctuations. The college community has been working very hard to determine the most effective way to approach this reduction.
The district was able to maintain a 5% reserve during the last three years. The financial health of the district was affirmed when the second series of bonds for Measure G in 2004 received a Standard and Poor’s AA- bond rating. The rating is based on the strength of the local economy, the financial management of the district and the minimal amount of debt the district carries.

Most cash funding from the state is invested with the county treasurer. Other investments including OPEB bonds (other post-employment benefits) are invested in the Trust Fund. This is a result of the new requirements of the Government Accounting Standard Board, (GASB). The district conducted an actuarial analysis of the obligation it has incurred for future medical costs for retirees. This analysis was conducted in September 2007 and indicated that the total un-funded medical costs for retirees and future medical costs for active employees vested for retiree benefits was approximately $48 million. The district sold OPEB bonds to fully fund this liability. The district has a committee looking at various strategies dealing with OPEB’s. Adjustment to the budget for this fund is made at the first quarter to estimate interest earnings and bond dividends.

**Self-Evaluation**

The college meets this standard.

**Planning Agenda**

None.

**Evidence**

| --- | --- | --- |
STANDARD III D.2.d

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

SJECCD uses Datatel system to record and monitor functions and activities related to student, financial aid, finance, position control, payroll, grants and human resources.

In finance, fund accounting is used to account for revenues and expenditures separately for each fund. The budget is loaded after board approval. Expenditures are recorded through the Datatel requisition process in which outside orders go through approval beginning with the division/department administrator and finally by the Business Office. Similar processes are followed for expediting budget transfers, expense reimbursements, request for check and petty cash.

The college uses the Datatel Finance Module to record and review financial transactions and information online. Each manager has access to all accounts in their area, both restricted and unrestricted, for which they are responsible. The manager has the option to view Datatel screen or run different reports at any time using either native Datatel or newly developed portal system.

The deans and managers have access to their budgets in Datatel at all times. The deans, managers, and administration meet on a regular basis in their respective meetings to discuss and review budgets, as they relate to the college in its entirety.

External funds and grants are all restricted. Coordinators or managers are responsible for program, administration and budget monitoring. The college Business Services supervisor and director of Fiscal Services at the district office also have oversight responsibilities.

All financial information that relates to SJECCD is readily available to all members of the EVC campus and the general public. Information regarding fiscal conditions, financial planning and audit results are available from Board minutes and published financial reports posted on the district website. Printed copies of all budgets are available in the college library.
The College Council and Budget Committee are shared governance committees made up of Associated Students, Classified, Faculty, and Management. These committees are responsible for making budget recommendations to the college administration for college budgetary matters. The College Council and Budget Committee meetings are also open to any interested party. (3D.2.b.2, 3) Members of these committees are to keep their division, department, or student association members updated on budget matters. Dates and times of meetings and events are posted on the Events Calendar on the EVC website. (3D.2.b.1)

The District Budget Committee is made of all major college constituencies from the two colleges and the district office. Information on budget development, minutes as well as other financial information, is posted on the website. (3D.2.b.4) This committee, along with college’s budget committee has been taking a key role in addressing the recent California budget crisis, reviewing recommendations for budget reduction so as to balance the budget. Additional information posted on the district website includes first, second, and third quarter reports, tentative and adopted budgets, all presentations made to the Board of Trustees relative to budget, the audited comprehensive financial statements, annual budget calendar and information on capital project.

The college president has consistently informed the college of developments in the State budget and how it affects the campus. For example: this past year with the State of California’s Budget crisis, the President has held multiple open forum meetings to keep the faculty, classified staff, and students up to date on the impact the state budget crisis has had on our campus budget. (3D.2.b.5)

Self Evaluation

The college meets this standard. The financial information is readily available.

Planning Agenda

None.

Evidence

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Committee Minutes

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**STANDARD III D.2.e**

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

**Descriptive Summary**

The college utilizes its financial resources – including those from auxiliary activities, fundraising efforts and grants – in a way consistent with its mission and goals.

The college auxiliaries include the bookstore, food services, and Associated Students of Evergreen Valley College (ASEVC). The book store is managed and operated through the district office, food services are contracted out by the district office, and ASEVC reports directly through the college. Multiple venues are used to assess the effectiveness of these services that are in concert with the college’s mission and goals.

ASEVC sets yearly budgets and manages their funds through the Student Accounts Office in EVC Business Services. ASEVC budgets are approved by the ASEVC President, EVC Director of Student Life, and the SJECCD Board of Trustees. ASEVC allocates funds to clubs and organizations based on accepted budget proposals approved by 2/3 majority of the voting members present. ASEVC sets policies for fundraising activities, retains 10% of the profit from any student club or organization’s fundraising activity in their general fund, and deposits the rest in an account for that organization, which is managed through the Student Accounts Office. (3D.2 e.5, 6, 7, 8, 9, 10)

In 2009-10, ASEVC conducted a survey relative to the food services; in addition the college conducted Student and Employee Surveys which include questions regarding the effectiveness and overall service provided by the auxiliary services of the college. All survey results are posted on the EVC
website. ASEVC, in collaboration with the college’s Accreditation Steering Committee, established a student task force committee who will specifically address prioritized Student Survey results so as to make improvements of overall services to be student centered, as well as ensuring that the services provided are congruent with the college’s mission and goals. The bookstore staff works closely with the college to make sure student concerns are addressed. Fall 2007 saw the expansion of art supplies offerings. The Bookstore works with the ASEVC to provide $100 book vouchers to students who qualify. In fall 2010, the EVC Campus Bookstore will be offering textbook rentals to assist in the alleviation of the high cost of textbooks.

Other financial resources available include funds from two general obligation bond issues, approved by voters in 1998, Measure I for $135 million and in 2004, Measure G for $185 million to be used for capital improvements district wide. (3D.2 e.13) Revenues collected from the State of California equa approximately $52.5 million. As of May 2010, expenditures of bond funds and other capital outlay funds district wide total approximately $ 352 million. Measure G, which was approved per the provisions of Proposition 39, mandates a citizen’s bond oversight committee, which is responsible for the oversight of all bond expenditures. This seven member committee meets quarterly and is responsible for reviewing the annual independent audit of bond expenditures and has review over all bond-financed projects in the district.

The college received a commendation from the ACCJC Accreditation Midterm Report in 2007 for the process the college used for the development of the Center for the Arts building. As recommended by the visiting team and ACCJC, the college continues to utilize the model. Each capital project is led by a Project Team consisting of faculty, staff, students, and administrators with a Project Lead who is the administrator in charge of the area. The Project Team works with the architect and construction company in executing the project. The president and his executive team provide input and oversight to assure that the project is reflective of the college’s mission and goals.

Another aspect of the college’s financial resources used in a manner congruent with the institution’s mission and goals is fundraising. Incorporated in 1982, the San José/Evergreen Community College District Foundation (SJECCDF), a 501(c)(3) organization, was created as an auxiliary to the district to benefit student and facilities programs that were not otherwise
supported by the district’s budget. The Foundation promotes student success and nourishes program innovation and excellence by providing special financial support for the district’s colleges. In addition to raising and managing its own funds controlled by the SJ ECCDF Board of Directors, the Foundation manages and invests funds raised by campus organizations. The task of the Foundation has become even more critical as funding for public education continues to be limited by the State of California. Scholarships are especially needed to help defray the rapidly rising costs of fees and books (3D.2 e.1)

SJ ECCDF is managed by an executive director and a board of directors including two of the district’s elected Trustees as voting members. The chancellor and the vice chancellor of administrative services serve as ex officio members. The vice chancellor of administrative services serves as the foundation’s secretary/treasurer. (3D.2 e.2) Bylaws which govern the foundation and policies for fiscal management are in place as well as a contracted annual audit. (3D.2 e.3)

SJ ECCDF works with the college president in an effort to seek funding that will support the mission of the college. Funds raised from individuals, corporations and foundations are received, documented, and administered by the SJ ECCDF. Funds raised by the college are deposited with reimbursement for college projects and scholarships after reviewing the appropriate invoices and paperwork.

On the college level, in collaboration with the SJ ECCDF, student scholarships are handled by the college’s Financial Aid Office. There is an annual Scholarship Reception Celebration for the college; in 2009-2010, there were 89 recipients with a total of $50,500 scholarship distributed to these students. (3D.2 e.4)

Due to the California budget crisis starting in 2008, the SJ ECCDF director position was eliminated as of spring 2010. (3D.2 e.4)

Also due to the California budget crisis starting in 2008, the college let go of the Director of Marketing and Public Relations position in spring 2009. Regardless, the president continues to lead to ensure to leverage every opportunity available for fundraising that is in alignment with the EVC’s mission and goals.
The college has a number of grants that support projects central to its mission as an educational institution. Grants may support instruction, student services, student learning support services, community outreach and other parts of the college goals. These include a federal TRIO/Student Support Services/FasTrak grant, Surveying and Geomatics grant (through the National Science Foundation) along with Nursing, Automotive, Legal Interpreting and Translating, and @One for technology training and infrastructure, funded through the California Community College Chancellor Office. (3D.2 e.11, 12)

All funds, including auxiliaries, fundraising efforts and grants are audited annually. Auxiliaries, with the exception of ASEVC, are managed by the district and they operate under the same financial requirements, procedures and policies that apply to the college. ASEVC, the student government organization, is the responsibility of the college.

Self Evaluation
The college meets this standard.

By working with the auxiliaries to ensure that services meet the needs of the students and staff in a cost-effective manner, by enlisting community support through SJEECDF and campus fundraising efforts, by managing bond funds wisely with significant oversight, and by assuring that grant application are consistent with the college’s mission and goals, the college ensures that the mission and goals will be achieved and assets safeguarded.

The Evergreen Valley College Council, a shared governance body, encourages members of the college community to seek external funding in support of activities to support our college mission. They have developed policies and procedures for grant applications and reviews which involve the affected departments, deans, college financial representatives, and vice presidents oversight of the process.

Planning Agenda
None.

Evidence

| 3D.2 e.1 | SJECCD Foundation mission and board minutes | http://foundation.sjeccd.edu/about.htm |
| 3D.2 e.2 | SJECCD Foundation board members | http://foundation.sjeccd.edu/about.htm |
| 3D.2 e.4 | SJECCD Foundation 2009-2010 Budget | Hard copy available on site. |
| 3D.2 e.5 | ASEVC Finance Code: 5000 Series | Hard copy available on site. |
| 3D.2 e.6 | ASEVC Finance Travel Code: 12000 Series (Conference Attendance for Officers) | Hard copy available on site. |
| 3D.2 e.7 | ASEVC Finance Code Travel Code: 12000 Series (Conference Attendance for Students) | Hard copy available on site. |
| 3D.2 e.8 | ASEVC Finance Code: Code of Ethics: 8000 Series | Hard copy available on site. |
| 3D.2 e.9 | ASEVC Finance Code: Club Recognition Code: 3000 Series | Hard copy available on site. |
| 3D.2 e.10 | ASEVC Finance Code Constitution and Bylaws | Hard copy available on site. |
| 3D.2 e.12 | College Council: EVC Grant Application Record of Approval | [http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3D/College_Council_EVC_Grant_Application_Record_of_Approval](http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3D/College_Council_EVC_Grant_Application_Record_of_Approval) |

**STANDARD III D.2.f**

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

**Descriptive Summary**

Contracts are required for annual services, maintenance agreements, professional services, copyright or licensing agreements, and facility or vehicle rental. These services help the college to meet its mission and goals. Contracts for these services need to be submitted to the vice chancellor of
administrative services for review and approval prior to the services rendered. Board approval is required for contracted services in the amount of $78,500 or more.

Purchasing exceeding $78,500 for material, supplies or services sold or leased to the district must be legally advertised, formally bid and awarded by the Board of Trustees to lowest responsive bidder. There are two exceptions to the $78,500 limit: public contract code work and professional services. Public works projects require the formal bidding procedure if expenditures are greater than $15,000. This process must be completed before purchase orders can be issued. Professional services are exempt from bid requirements.

Purchases greater than $750 and less than $11,775 require one quote with the college business services supervisor as the signing authority. Purchases in excess of $11,755 but less than $39,250 require one written quote for materials and quotes when possible for personal service agreements; the signing authority for this tier is the chancellor, vice chancellor of administrative services, or college president. Purchases above $39,250 but below the formal bid threshold of $78,500 require three written quotes to obtain competitive pricing and signature approval by the chancellor or vice chancellor of administrative services; however bids are encouraged, but not required, for personal services at this pricing level. As indicated above, purchases exceeding $78,500 are required to enter the formal bid process.

District procedures regulate all contractual agreements with external entities. (3D.2.f.1)Contract documents under such agreements consist of a description of conditions and the nature of services to be provided, accompanied by authorized signatures of the parties and any other supporting document such as design drawings, specific or general term of conditions.

Contracts are required for service work performed by an independent contractor. An independent contractor is defined as an individual who performs a service for the district, rather than a company or individual who provides a tangible product to the district. Independent contractors are in business for themselves and they are responsible for their own tax reporting to the IRS. The independent contractor uses a social security number for tax identification purposes, rather than a federal tax ID number. SB 1419 sets specific guidelines for appropriate use of independent contractors. The SJCCCD “Agreement with Independent Contractor” has been written in
compliance with Section 53060 of the Government Code and Section 88003.1 of the Education Code. (3D.2.f.2)

Personal service contracts are also permissible when the services are not available within the district, or if the policy, administrative, or legal goals and purposes of the district cannot be accomplished through the regular or ordinary hiring process. This contract also serves to include Professional Experts and Consultants. Professional experts are persons specially qualified to provide services and advise in financial, economic, accounting, engineering, legal or administrative matters. Contracts for the services of persons who qualify as professional experts may be allowed without competitive bidding. Consulting services are of an advisory nature and provide a recommended course of action for particular purposes to achieve mission and goals of the institution.

Additional contracts include, but are not limited to: 1) clinical agreement for placement of students in a clinical setting, 2) grant and sub-recipient contractual agreements, 3) facilities usage agreement, 4) vendor agreements held by SJECCD that produce revenue for the college and Associated Students, and 5) bookstore agreements held by SJECC District Office. (3D.2.f.3)

Policies and procedures relative to contracts are developed and implemented in compliance with the Education Code, Public Contracts Code, and Civil Code. This high-level oversight protects the integrity of the institution. Only the chancellor and vice chancellor of administrative services are authorized to sign contracts for the district. A contract without these signatures is not a valid contract.

Self-Evaluation

The college meets this standard. The college has sufficient controls in place to assure that contracts and agreements are consistent with the college’s goals and missions and appropriate controls are also in place to ensure the integrity of the process.

Planning Agenda

None.

Evidence

| 3D.2.f.1 | District Procedures on Independent Contractors | Hard copy available on site. |
### 3D.2.f.2 Agreement with an Independent Contractor

Hard copy available on site.

### 3D.2.f.3 Additional contracts:

- Facility Use Contract
  - Hard copy available on site.
- Clinical Agreement
- Grant and Sub-recipient Contract
  - Hard copy available on site.
- Vendor Agreements
  - Hard copy available on site.
- Bookstore
  - Hard copy available on site.

## STANDARD III D.2.g

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

### Descriptive Summary

Regular evaluation of financial management processes helps the college and district to improve these systems. The inception of the District Budget Committee in June 2007 has created a process of shared governance among district constituencies. (3D.2.g.1) In its role as the primary forum responsible for SJECCD’s budget decision-making, the District Budget Committee reviews the budgeting process and financial information at the district level. Policies changes and procedures are also discussed during their bi-monthly meetings. (3D.2.g.2) Any recommendations relative to the reduction of budget in response to the recent budget crisis since 2008 are also reviewed and discussed in this group. The information flows to the College Budget Committee for review, discussion, input, and recommendation at the college. Up to spring 2009 when the Vice President of Administrative Services position at the college was still filled, the Vice Chancellor of Administrative Services convened a regularly scheduled meeting with the Vice President of Administrative Services from both colleges. Since the vacancy of this position at the college since 2009-10, this meeting has been on hold. In addition to the District Budget Committee, critical budget and finance related information and/or recommendations go to the District Council for its review (3D.2.g.3)
Datatel financial reports are available online for all divisions and departments to review and track all expenditures. Divisions can also request financial reports from the Business Services Office. Divisions can also request in-person meetings with the Business Services Office with the business services finance employees for more in-depth knowledge or guidance with regards to financial analysis of their divisions’ budgets, completion of any required year end reports, or grant-related financial information.

The Audit and Finance Committee of the Board of Trustees conducts yearly audits of financial statements and data and evaluates the overall financial status of the district. (3D.2.g.4, 5) The vice chancellor of administrative services brings findings from the Audit and Finance Committee to the District Budget Committee for review and consideration. Three members of the board sit on the committee and one of them chairs the group.

**Self-Evaluation**

**The college meets the standard.** The current financial system provides an effective means of keeping current on the financial status of the district. Financial reports are complete and accurate, and give a clear picture of the financial condition. Budget-to-actual comparisons are available, assuring close control over expenditures.

**Planning Agenda**

None.

**Evidence**

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<tr>
<td>3D.2.g.2</td>
<td>District Budget Committee Agenda and Minutes</td>
<td><a href="http://www.sjeccd.edu/FACULTYSTAFF/BUDGETCOM/Pages/BudgetAgendaMinutes.aspx">http://www.sjeccd.edu/FACULTYSTAFF/BUDGETCOM/Pages/BudgetAgendaMinutes.aspx</a></td>
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<td>District Council Agenda and Minutes</td>
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<td>Annual Audit Reports</td>
<td><a href="http://www.sjeccd.edu/BUSINESS/FISCALSERVICES/Pages/default.aspx">http://www.sjeccd.edu/BUSINESS/FISCALSERVICES/Pages/default.aspx</a></td>
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<tr>
<td>3D.2.g.5</td>
<td>2008-2009 Annual 311 report</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3D/311_08_09_Annual_R">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/3D/311_08_09_Annual_R</a></td>
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<td>3D.2.g.6</td>
<td>2009 Adopted Budget</td>
<td><a href="http://www.sjeccd.edu/facultystaff/D">http://www.sjeccd.edu/facultystaff/D</a></td>
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</table>
STANDARD III D.3

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

**Descriptive Summary**

The effective use of the institution’s financial resources is assessed by multiple venues at the college. The assessment of effective use of financial resources is reviewed regularly by the College Budget Committee as part of the college’s integrated planning process within the guidelines of the district’s _Planning and Budgeting: A New Process_. In terms of requesting a budget, it is integrated into program review, Instructional Equipment Fund Request process, and each division and department’s Commitments to Action (CTAs) which are in alignment with EVC’s mission and strategic initiatives. Each level of the budget request process includes data review and analysis, discussion, and prioritization based on the college’s mission and goals. Prior to the 2008 financial crisis when resources were healthy, the college practiced an open forum for review and discussion to prioritize budget allocation.

The College Budget Committee, College Council, and Executive Team evaluate the use of financial resources annually and use the results of the evaluation as the basis for improvement for the next year.

**Self Evaluation**

_The college meets this standard._

**Planning Agenda**

None.

**Evidence**

<table>
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<tr>
<th>3D.3.1</th>
<th>College Budget Committee Minutes 2006-07</th>
<th><a href="http://evcwebs.sjeccd.edu/committees/CBC">http://evcwebs.sjeccd.edu/committees/CBC</a></th>
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STANDARD IV  Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

STANDARD IV A
Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

STANDARD IV A.1

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

Descriptive Summary

Evergreen Valley College works to enhance efforts to use collaborative decision making with all constituencies and members of the campus community. Successful initiatives have been implemented for the purpose of achieving excellence in all areas of operation that pertain to teaching and learning, student service programs, business operations, community outreach, and shared governance entities within the college. Some of the practices that it currently employs include the following:

The administrators and faculty have systematically used the Educational and Facilities Master Plan, program review information, and recommendations to make hiring and funding allocation decisions. (4A.1.3) This process has also created continued interest and involvement in the strategic planning process.
by using the plan on a regular basis at every level. (4A.1.1) In 2006-07, the college successfully instituted the strategic planning process: Integrating Planning and Organizational Transformation where the college’s Strategic Initiatives were developed and articulated. The “cascading” process utilizes these college-wide priorities as a meaningful framework for Commitments to Action at all levels of the college. (4A.1.5) Through the Strategic Planning process, the cycle of continual review of the Mission and Strategic Initiatives ensures that the college will always maintain a forum and process for making modifications, suggestions, and additions.

The college has made significant steps toward positively improving the organization’s culture. The culture now reflects institutional values of employee empowerment, innovation, and excellence. The college instituted various open and transparent communication mechanisms for information exchange and updates, celebratory activities that recognize and appreciate employees, and events that promote educational innovation. These events include the following:

The president has instituted a First Thursday All-College meeting that is held monthly for students, faculty, and all staff.

There are two PDD events that are held in the fall and spring semesters.

The DAC (Diversity Action Council) meets bi-monthly and apprises the president and other members of the college community about any plans that are being made to promote multi-cultural events and throughout the year.

An Employee Recognition Day is held during the spring semester to honor and recognize all EVC employees.

The college practices effective shared governance process where communication is open and transparent with public agendas, open meetings, public minutes and membership by representatives of faculty, administration, classified staff, and students. The Institutional Effectiveness Committee (IEC), a shared governance body, has primary responsibility for overseeing the Strategic Planning and Program Review processes, managing the Education and Facilities Master Plan and stewardship of the Accreditation process. (4A.1.2) Major recommendations from various committees are regularly submitted to the College Council rather than to the President or administration directly, providing a final layer of discussion and review within
a shared governance body that carries a broad representation of faculty, staff, student, and administrator constituency groups.

The president is very committed to the shared governance process and has made himself accessible to the faculty and staff through office appointments, frequent visits to shared governance committee meetings and casual chats at monthly college events. The president has scheduled a monthly First Thursday All-College meeting with students, staff, faculty, and management personnel; he has distributed *InFlight*, a monthly online newsletter to all of the constituencies throughout the district; he communicates regularly with the chancellor and Governing Board, as well as meets weekly with his management team. In addition, the president has held extra forums in recent years to solicit feedback from the campus community on matters of particular importance such as the state budget and the campus anti-smoking policy.

The Mission Statement of Evergreen Valley College is prominently highlighted in the campus literature, school website, catalog, and in other publications. The college’s website proudly showcases the Mission Statement and Strategic Initiatives, which are used as the basis for planning and evaluation at the division, program, and department level. Mandatory Professional Development Days are generally used for strategic planning events, assuring that all college faculty, staff, and administrators will have the uninterrupted opportunity to participate.

**Self-Evaluation**

**The college meets this standard.** The strategic planning process provides all members of the college community with opportunities to create and shape the goals of the college, while the shared governance process engages constituency groups in meaningful and participatory decision-making. Members of the faculty, administration, classified staff, and students collaborate on shared governance committees, including the College Council, Budget Committee, Institutional Effectiveness Committee, Diversity Action Council, Facilities and Safety Committee, Campus Technology Committee, Matriculation and Student Success Committee, and Staff Development Committee. The college president is very supportive of the shared governance process and regularly visits relevant committees to engage them in planning, discussions, and decision-making. As addressed in the Planning Agenda for Standard IB.4, the college is continuing to encourage more participation from classified staff members and students on shared governance committees.
Though the recent Employee Survey was launched at a very difficult time amidst the state budget crisis and while the college and district were facing the prospect of unpleasant cuts and restructuring of services, survey responses regarding employee participation were positive. More than 65% of employee respondents agreed or strongly agreed with the statement that “feel I have sufficient opportunities to participate in the College’s policy and planning decisions through involvement in shared governance committees and other processes” while more than 61% agreed or strongly agreed that “have sufficient opportunities to provide feedback on the college’s policy and planning decisions.” Nearly 65% believed that the administration “communicates effectively with the campus community through the President’s First Thursday events and other college-wide meetings and forums.” (4A.1.6)

Planning Agenda
None.

Evidence

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<td>4A.1.5</td>
<td>EVC Commitments to Action (CTA’s)</td>
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<td>4A.1.6</td>
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**STANDARD IV A.2**

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

The Evergreen Valley College committee structure is found in the EVC Shared Governance Handbook, which clearly outlines how the decision making process is carried out from year to year. (4A.2.4) The policies that have been written into place ensure that new committee members are appointed each year in the month of May. Furthermore, these policies are reviewed, updated and made available in the President's Office, online, and on our EVC’s intranet site.

The College Council is responsible for implementing, maintaining and updating revising and re-publishing the EVC Shared Governance and Decision Making Handbook at the beginning of each school year each year. The college has made significant improvements to the shared governance process since 2005. With the arrival of six new deans (new management) in the Fall 2007 semester, a new management team, the college moved from committee-based decision making to effective decision making through the shared governance structure. In collaboration with SJCC and the District, the SJECCD Board Policy review process began in 2006. This effort continues to ensure that Board Policy is updated, and the procedures are reviewed and revised to be effective in delivering the policies.

Each division engages in discussion for selecting the representatives for from various constituency groups. The EVC Academic Senate endorses faculty members to all shared governance committees in May prepared to serve in the following academic year. Some of the most recent activities that have bolstered the shared governance process at EVC include the following:

The Board Policy revisions of Chapters 3 and 4 were completed and incorporate new standards designed to spark a higher level of participation among its constituents. In San Jose Evergreen Community College District’s Rules and Regulations, BP 2510.1 states that “it shall be the policy of the Governing Board to consult collegially with the Evergreen Academic Senate when adopting policies and procedures on academic and professional matters.” (4A.2.1) It further states in 2510.5 “that district recognized employee/student representatives shall be given the opportunity to participate in the development of Board policies and Board adopted procedures.” (4A.2.2) These recognized groups include the Academic Senate, Classified Senate; Management, Supervisory and Confidential Employee
Council; Associated Student Councils; AF-AFT 6157; CSEA 363; and Executive Management.

Other areas of improvement include the revision and update of the Shared Governance Handbook which was completed February 2008.

The EVC president regularly holds ‘First Thursdays’ monthly meetings to communicate with the campus. The EVC newsletter—InFlight—is sent to campus personnel and the community at large. (4A.2.3)

Self-Evaluation
The college meets this standard.

Planning Agenda
None.

Evidence

<table>
<thead>
<tr>
<th>4A.2.1</th>
<th>SJECCD Board Policy 2510.1</th>
<th><a href="http://www.sjeccd.edu/aboutus/board/Documents/Chapter%202%20Board%20of%20Trustees.pdf">http://www.sjeccd.edu/aboutus/board/Documents/Chapter%202%20Board%20of%20Trustees.pdf</a></th>
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<td>EVC Shared Governance</td>
<td><a href="http://evcwebs.sjeccd.edu/college_governance/SharedGovernance.pdf">http://evcwebs.sjeccd.edu/college_governance/SharedGovernance.pdf</a></td>
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STANDARD IV A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Evergreen Valley College encourages supervisors to allow more voluntary staff participation on committees and senates. Along similar lines, the Academic Senate and Faculty Association (FA) work together to increase faculty willingness to serve on committees and councils. As a result, faculty
members are often eager to participate on the various committees and the Academic Senate. Nevertheless, while faculty participation on these committees is high, and while classified staff members and students have the opportunity to participate and represent their constituency groups, the college in continuing to explore ways to encourage higher levels of classified staff and student participation. This is addressed in the Planning Agenda for Standard IB.4.

As described in IV A.2, the college has made significant improvement in the way it operates as an educational institution. In addition to establishing a participatory practice of shared governance, each shared governance constituency group will develop its own Commitments to Action within the framework of the Strategic Plan (4A.2.a.1). In 2007, six new academic deans arrived at the college whose values are in alignment with the college’s mission and vision. Consequently, the role of administrators and supervisors was clearly articulated and practiced which promotes inclusive consultation, collaboration, and honoring of multiple realities and voices.

Administrators and supervisors encourage voluntary staff participation on committees and senates. The Academic Senate and Faculty Association continue to work together to increase faculty participation on committees and councils. Classified personnel have worked to maintain a presence on committees and within the CSEA. In each division meeting, it is ensured that updates from the classified constituencies are included. Agreement was reached between the president and the academic senate concerning the role, function, and job description of a new Chief Instructional Officer at EVC. The position of vice president of academic affairs was created and filled in October 2005.

Students have been involved in the shared governance process at EVC through their participation on a number of college committees that involve all of the campus constituencies. Students are encouraged to serve on the College Council, College Budget Committee, and the Diversity Action Council. Members are regularly in attendance at these meetings. The Associated Students works collaborative with each committee to select two to three students who will be committed to serving as representatives on various committees throughout the year.
Self-Evaluation

The college meets this standard.

Planning Agenda

None.

Evidence

<table>
<thead>
<tr>
<th>4A.2.a.1</th>
<th>EVC Shared Governance Handbook</th>
<th><a href="http://evcwebs.sjeccd.edu/college_governance">http://evcwebs.sjeccd.edu/college_governance</a></th>
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STANDARD IV A.2.b

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

Descriptive Summary

SJECCD Board Policy Chapter 4 (BP 4020) states that the district shall accord the Academic Senate rights in the areas of course, program, and curriculum development as outlined under the Academic and Professional matters in BP 2510 and its subsections. (4A.2.b .1) The Academic Senate is also expected to approve new courses and programs, as well as approve minor course changes, edits, and program deletions.

In accordance with the directives implemented by Administrative Code, Title 5, it shall be the policy of the San Jose/Evergreen Community College District Governing Board to primarily rely on the Evergreen Valley College Academic Senate when adopting policies and procedures on academic and professional matters. The Academic Senate retains the right to present its views and recommendations directly to the Governing Board.

As a result, the Governing Board will rely primarily upon the advice and judgment of the Academic Senate on all policies and procedures related to Academic and Professional Matters listed below. The specific areas of Academic and Professional Matters in which the Academic Senate has primacy include the following:
Curriculum, including advisories, prerequisites, and placing courses within specific disciplines
Degree and certificate requirements
Grading Policies
Educational 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 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 Academic Senate

The vice-president of academic affairs is an ex-officio member of the All College Curriculum Committee (ACCC). Administrators, faculty members, students and staff also have voting representation on the ACCC. (4A.2.b.2)

Self-Evaluation

The college meets this standard. The college relies on the appropriate academic structures and personnel, incorporating feedback from advisory committees where appropriate, for recommendations about student learning programs and services. In the recent Employee Survey, 74% of respondents believed that “the College is committed to continuous improvements of the student learning process.” (4A.2.b.3)

Planning Agenda
None.

Evidence

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<th>4A.2.b.1</th>
<th>SJECCD Board Policy, Chapter 4</th>
<th><a href="http://www.sjeccd.edu/aboutus/board/Documents/Chapter%204%20Academic%20Affairs%20Policies.pdf">http://www.sjeccd.edu/aboutus/board/Documents/Chapter%204%20Academic%20Affairs%20Policies.pdf</a></th>
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</table>
| 4A.2.3  | Employee Survey                | http://evcwebs.sjeccd.edu/accreditation/self_d/---------------------------------------------------------------------------------------------------
STANDARD IV A.3

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

Descriptive Summary

The EVC Shared Governance Decision Making Handbook identifies and clearly delineates the shared governance process in terms of the functions of decision making and shared responsibility among students, classified staff, faculty, and management. (4A.3.1)

Board Policy 2510.2 defines the role of faculty in matters relating to the following matters:

- Curriculum
- Degree and Certificate requirements
- Grading Policies
- Educational Program development
- Student preparation and Success
- Faculty Roles in governance structures
- Faculty roles in accreditation
- Faculty professional development
- Program Review Processes
- Institutional Planning and Budget development Processes
- Other academic and professional matters mutually agreed upon

Board Policy 2510.51 recognizes the CSEA as the representative body for all non-management and non-supervisory classified staff. Classified staff is represented on the following committees: Board Policy, Budget, College Council, Facilities Planning, Institutional Planning, Program and Services Review, and Staff Development. (4A.3.2)

Board Policy 2510.51 defines policies and procedures that provide students with the opportunity to participate in the development of policies and procedures that affect the district. Areas in which students can participate in accordance with Title 5 of the California code of regulations include: Grading policies; Code of student conduct; Academic disciplinary policies; curriculum
development; course or program initiation or discontinuation; Processes for planning or budget development. (4A.3.2)

The college’s shared governance structure and practice has been properly maintained and improved tremendously. As a result with appropriate and effective consultations are held on key issues of the college. With the arrival of the Director of Student Life in 2006, the Associate Student Government (ASEVC) student participation has increased and student voices are more at the center of the college. Their input on college matters has been beneficial to the entire campus community. The Office of Student Life with ASEVC leadership has worked to increase student awareness and participation or college committees. In addition, the EVC Student Ambassador Program was established in summer 2007; twelve student leaders take key roles in providing student perspectives and voices to the college. (4A.3.3)

For the past three years the College Council Chair conducted training sessions for chairs and members of the EVC shared governance committee at Professional Development Day (PDD) to discuss shared governance and committee membership. The training has been continuous and was expanded to new faculty as part of the New Faculty Orientation coordinated by the Teaching and Learning Center (TRC) in fall 2007. (4A.3.4)

There is no compensation system for service on committees unless held outside of the work day. In fall 2007, the president assigned a task force from out of the College Council to review reassigned time for faculty committee chairs. Reassigned time is provided for chairs of certain committees, though budget constraints prevent the college from offering this opportunity to all committee chairs at this time. The College Council works with committees to publicly post their agendas and minutes align their charge with the campus strategic plan and mission.

Self-Evaluation

The college is on pace to meet this standard.

Planning Agenda

Urge AS leadership to improve student awareness of and membership on college committees.

Provide leadership training for committee chairs (a requirement for first-timers), including: Necessity to stay within process, clarification of committee role, including how it fits into “big picture”
Develop a reward system for service on committees (for faculty, staff and administrators). There are some good models at other colleges

Develop a method to assure that all committee agendas/minutes are posted on the District Intranet in a timely manner

Educate supervisors to the advantage of having classified staff on campus and district committees, improving campus and district communication

Evidence

| A.3.2 | SJECCD Board Policy 2510 | http://www.sjeccd.edu/aboutus/board/Documents/Chapter%202%20Board%20of%20Trustees.pdf |

STANDARD IV A.4

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

Descriptive Summary

The college demonstrates honesty and integrity in its relationship with external agencies. The college produced and continues to produce necessary information and reports in accordance with the Accreditation Commission standards, policies, guidelines, and commission requirements. The college successfully wrote Progress Reports in 2005 and 2006, as well as being reviewed by visiting teams. The college also submitted the regularly scheduled Midterm report in 2007 which received commendations from the
commission (Reports included in this document in “Response to 2004 Recommendations”).

The college dedicated an Institutional Record and Accreditation Room where all Accreditation related reports and documents, including all exhibits, are filed both electronically and in hard copies. As reported in Recommendations 16–20, the Board of Trustees has designated and supported the administration to ensure that the resource distribution process is intact. The Resource Allocation and Financing Plan reflects this outcome. (4A.4.1) The college complies with Accrediting Commission Standards, policies, and guidelines and commission requirements. The accreditation status is published in the EVC Catalog and on the EVC website. Self-study documents, accreditation recommendations, midterm and interim reports are available on the website, and all previous accreditation recommendations have been addressed.

**Self-Evaluation**

**The college meets this standard.**

**Planning Agenda**

None.

**Evidence**

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<td>Responses to 2004 Recommendations</td>
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STANDARD IV A.5

The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The regular evaluation process for the shared governance and decision-making structure is instituted as part of the Strategic Plan. Each shared governance committee is in the process of establishing its Commitments to Action which will be evaluated and modified on a regular basis as part of the “cascading” process.

The College Council continues to revise the Shared Governance Decision Making Handbook to meet the changing needs of the campus constituency groups. The College Council chair makes this available to the college community using various avenues. The EVC Shared Governance and Decision Making Handbook has written in mechanisms that direct the college constituency groups to update their shared governance committee rosters every spring semester, thus, prepared to address campus business at the beginning of every fall semester. The EVC Shared Governance and Decision Making Handbook also has a schedule that lists all shared governance committee schedules that is maintained yearly and is available to the college campus. The purpose of this updated calendar is to allow for open access to all shared governance committees.

The College Council, the EVC Academic Senate, ACCC, as well as other shared governance college committees publish their agendas and minutes for the campus community. Members of the various shared governance committees communicate back to their constituencies. This communication process also applies to district committees, such as District Budget, District Council, and District Facility Committees, with members on the District Committees also members on campus committees.

Self-Evaluation

The college meets this standard.
Planning Agenda
None.

Evidence

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<tr>
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<tbody>
<tr>
<td>4A.5</td>
<td>EVC Committee Minutes</td>
<td>evcwebs.sjeccd.edu/committees</td>
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<td>4A.5</td>
<td>SJECCD Committee Minutes</td>
<td><a href="http://www.sjeccd.edu/facultystaff/Pages/FacultyandStaff.aspx">http://www.sjeccd.edu/facultystaff/Pages/FacultyandStaff.aspx</a></td>
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</table>

STANDARD IV B
Board and Administrative Organization

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

STANDARD IV B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Governing Board Policy BP 1200 states that the state of California and citizens of the San Jose/Evergreen Valley District vest authority in the Board to develop and manage programs and policies of the college. The Board of Trustees mission statement demonstrates and affirms the Board’s commitment to assuring the quality, integrity, and effectiveness of student learning programs and services. It states that “With student learning as its primary focus, the San Jose/Evergreen Valley College District provides continuous access to a wide range of comprehensive and flexible post-secondary academic and occupational programs that prepare Silicon Valley residents of all ages for balanced and productive lives and successful careers. To reach these educational goals, the district provides the appropriate
support services to meet the needs of an increasingly diverse student population.”

Governing Board Policy BP 2010 also states that he San Jose Evergreen Community College Governing Board shall consist of seven members elected by qualified voters of the district. The seven board members represent seven geographic areas within the College district. In addition to the regular Board members, a student trustee is elected from Evergreen Valley College and San Jose City College annually by the student body. (Governing Policy 2015)

Monthly meetings are held every 2nd Tuesday of the month for the public, and the place of the meeting alternates between the Trustee Boardroom at the District Office (adjacent to the EVC campus), and the Business Tech Center or the San Jose City College campus. Governing Board Policy 2100 states the term of office of each Trustee shall be four years, commencing at the first Board meeting in December through the following November election. Elections are held every two years, in even numbered years. Terms of Board Trustees are staggered, so one half of the Trustees will be elected at each Trustee election. The Board agenda is prepared, posted, and distributed in advance to various campus constituencies which consist of the Trustees, campus shared governance groups, academic senate, classified senate, and Associated Student Government. To encourage community input, Board meetings are held at the District Office location which is in proximity to the Evergreen Valley College, and alternately at the Business Tech Center which is held on San Jose City College’s campus. The Board acts as a whole once a decision is made and focuses their attention on the College and greater community. The Governing Board Policy BP 2410 states that the Board is responsible for adoption, modification, revision, and termination of Governing Board Policies.

The current seven board members and student representatives are:

Mr. Ron Lind has represented Trustee Area 1 since January of 2001.
Mr. Balbir Dhillon has represented Trustee Area 2 since December of 2006.
Mr. Richard K. Tanaka has represented Trustee Area 3 since January of 1993.
Ms. Maria Fuentes has represented Trustee Area 4 since February of 1991.
Mr. Randy Okamura has represented Trustee Area 5 since January of 2005.
Mr. Richard Hobbs has represented Trustee Area 6 since January of 1995.
Ms. Mayra Cruz has represented Trustee Area 7 since March of 2009.
Ms Autumn Gutierrez, Student Trustee.
Mr. Mike Rendler, Student Trustee.

Self-Evaluation

The college meets this standard. From 2005-2010, the district had a chancellor in place who was extremely enthusiastic about teaching and learning and committed to student success. The college has worked hard to fulfill her commitment to opportunity, equity, and social justice for all students. Once she announced her retirement, the process began to hire a new chancellor by July 2010.

Unfortunately, the end of the chancellor’s tenure was marked by controversy due to media allegations about her expenditures. An independent law firm conducted an investigation with the resulting report posted to the SJECCD website. (4B.1.3) During the period of the investigation, the chancellor was on medical leave. The vice chancellor of administrative services served as acting chancellor from November 2009 through mid-May 2010. During this difficult period of transition, the district experienced turmoil as the Board of Trustees faced accusations questioning its leadership and oversight of district management and operations. The Board of Trustees had many special meetings during this period of uncertainty. The Board of Trustees appointed a different acting chancellor to fill the remainder of the chancellor’s term in May 2010 until the arrival of the new chancellor in July 2010.

Fortunately, Evergreen Valley College enjoyed stable and effective leadership during this period. The college welcomed a well-qualified and strong chief administrator—President David Wain Coon—in summer 2005. Under the leadership of the president, the college evolved to be an institution that assures the quality, integrity, and effectiveness of student learning programs and services. A comprehensive administrative evaluation process was developed and implemented in fall 2007. (4B.1.4) As of spring 2010, the president of Evergreen Valley College is the most senior executive leader within the district. Once the new chancellor has been hired, the college will continue to seek the support of the district for its student learning programs and services.

Planning Agenda

None.
Evidence

<table>
<thead>
<tr>
<th>4B.1.1</th>
<th>SJCCD Board Policies, Chapter 2: Board of Trustees</th>
<th><a href="http://www.sjeccd.edu/aboutus/board/Documents/Chapter%202%20Board%20of%20Trustees.pdf">http://www.sjeccd.edu/aboutus/board/Documents/Chapter%202%20Board%20of%20Trustees.pdf</a></th>
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<tr>
<td>4B.1.2</td>
<td>District Function Map</td>
<td>District Function Map</td>
</tr>
<tr>
<td>4B.1.4</td>
<td>Administrative 360 Evaluation Form</td>
<td><a href="http://www.sjeccd.edu/hr/employeeinfo/Pages/MSCEmployees.aspx">http://www.sjeccd.edu/hr/employeeinfo/Pages/MSCEmployees.aspx</a></td>
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STANDARD IV B.1.a

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

STANDARD IV B.1.b

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Governing Board establishes policies that are consistent with its mission statement (Governing Board Policy BP 1200) of the college and directs its administration to develop procedures to implement its policies. (4B.1.b.1) For more than 30 years, the Board has developed institutional policies aimed at ensuring the quality, integrity, and improvement of student learning programs. Within this framework, the board has appointed two committees to review and advise the Board about these policies on an annual basis. The policies are reviewed annually to ensure that they are in compliance with the educational and civil codes. Currently, over 150 policies exist and are available electronically on the district website. New policies are developed for the purpose of enhancing student learning programs and meeting the diverse needs of Evergreen Valley College students. The policies that are
administered by the Board are divided into 7 main categories. These categories include the following areas:

<table>
<thead>
<tr>
<th>The District</th>
<th>Student Services</th>
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<tr>
<td>Board of Trustees</td>
<td>Business and Fiscal Affairs</td>
</tr>
<tr>
<td>General Institutions</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td></td>
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</tbody>
</table>

**Self-Evaluation**

The college meets this standard.

**Planning Agenda**

None.

**Evidence**

| 4B.1.b.1 | SJECCD Board Policies | [http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx](http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx) |

**STANDARD IV B.1.c**

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

**Descriptive Summary**

Governing Board Policy 1300 states that the San Jose Evergreen Community College Board recognizes its responsibility for educational quality, and is thoroughly committed to the promoting the values of social justice as a framework for improving the lives of its students through student learning outcomes and career achievement after graduation. The policy asserts that “Our vision for the San José/Evergreen Community College District is to provide post-secondary educational leadership by offering student-centered academic, transfer, and career programs that give open access to the widest range of educational objectives and occupational goals for life-long learning.” (4B.1.c.1) The Governing Board policy 6300 asserts that financial stability is tied to fiduciary obligations of the President/Superintendent, and budget preparation and processes are outlined in Governing Board Policies. It further states that “the Chancellor or designee shall establish procedures to assure that the District’s fiscal management is in accordance with the principles contained in Title 5, section 58311, including:

Adequate internal controls.
Fiscal objectives, procedures, and constraints that are communicated to the Board and employees.
Adjustments to the budget, made in a timely manner.
A management information system that provides timely, accurate, and reliable fiscal information.
Clear delineation of responsibility and accountability for fiscal management.
Maintenance of the books and records of the District pursuant to the California Community Colleges Budget and Accounting Manual.

(4B.1.c.2)

Self-Evaluation
The college meets this standard.

Planning Agenda
None.

Evidence

| 4B.1.c.1 | Board Policy 1300 | http://www.sjeccd.edu/aboutus/board/Documents/Chapter%201%20The%20District.pdf |
| 4B.1.c.3 | Budget Reports and Board Budget Reports | http://www.sjeccd.edu/facultystaff/BudgetCom/Pages/BudgetDocuments.aspx |

STANDARD IV B.1.d

The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
The Governing Board publishes board bylaws and policies which specify the Board’s organizational procedures and framework. The policies are contained
in Chapter 2 of the Governing Board Policy manual. (4B.1.d.1) The policies are published in hard copy form and electronically on the SJECCD website. The Governing Board’s size, duties, responsibilities, structure, and operating procedures are also delineated in the following sections of the Education Code: 72101-72104 Membership of the Governing Board, 72121-72129 Meetings and the Governing Board, and 5000-5442 Elections.

Self-Evaluation
The college meets this standard.

Planning Agenda
None.

Evidence


STANDARD IV B.1.e

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
The Board regularly evaluates its policies and practices and revises them as necessary. Once the Board approves or revises new policies, it directs its administration to implement the policies and practices in a timely and efficient manner. The Governing Board Policy BP 2410 states that “The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District.” The policies adopted by the Governing Board for this district have been written to be consistent with the provisions of the law. Furthermore, the Board requires that these policies be reviewed annually and updated to keep abreast of the needs of the student learning programs and services, as well as to keep the college in compliance with Educational and Civil codes. Policies include administration, students and student services, instructional and educational programs, human resources and equal opportunity employment; financial and budgetary issues. Currently, 150 policies have been approved and are
available to the college community and public in a hard copy and on the district website (http://www.sjeccd.edu/).

The Board appointed an ad hoc committee of Board members to meet with the chancellor and district constituency representatives to recommend changes to the first three sections of Board policy; this was approved by the Board in fall 2007.

After a series of review by the Academic Senate presidents and constituency groups of the district, the final review and revisions were made to the Academic Affairs policy by the chancellor, presidents, vice presidents, director of research and institutional effectiveness, and assistant to the chancellor. This policy was Board approved in November 2007.

Student Services policy review is under a similar review process by the Academic Senate presidents and the constituency groups. Due to multiple changes made in Title 5 regulations in 2007-08, the policy review process was delayed to include these changes. The final review process by the new chancellor and the district executive team is planned to be conducted in fall 2010.

The vice chancellor of administrative services drafted, revised, and updated the Business and Fiscal Affairs section of the District Policies and was approved by the Board in January 2009. (4B.1.e.1, 2)

Self-Evaluation
The college meets this standard.

Planning Agenda
Completion of Board Policies and Administrative Procedures.

Evidence

<table>
<thead>
<tr>
<th>4B.1.e.1</th>
<th>SJECCD Board Policies</th>
<th><a href="http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx">http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx</a></th>
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STANDARD IV B.1.f

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The Governing Board Policy BP 2740 requires that an orientation be held for new Governing Board members and directs the chancellor to conduct the orientation. New Board members are provided documents that consist of the following: annual budgets, organizational charts, college catalogs, class schedules, Educational and Facilities Master Plans, facilities and modernization documents, and Board policies. (4B.1.f.1) New members are also obligated to attend one state and/or national conference annually. These conferences are designed to educate new and veteran Trustees about critical issues that involve community colleges.

The San Jose/Evergreen Valley Community College District has a seven member board of Trustees elected to represent seven geographic locations within the College’s district. Included on the Board, as outlined in PB 2015, are two student trustees who are elected annually by the student body. Staggered terms of four years provide for continuity of Board membership.

When needed, the Board also conducts study sessions to give Board members opportunities to ask more detailed questions. The most recent sessions included discussions on facilities, budget and the process for selection of a new board member after a Board member resignation.

Self-Evaluation

The college meets this standard.

Planning Agenda

None.

Evidence

| 4B.1.f.1 | Board Training Package for New Members | Hard copy available in Chancellors Office. |
STANDARD IV B.1.g

The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Governing Board Policy BP 2745 clearly define self-evaluation processes for assessing board performance. This policy states the Board is committed to assessing its own and areas in which it may improve its functioning. Based on this mandate, the Board is obligated to do a self-evaluation once a year. The process of evaluation is recommended to and approved by the Board. Once the evaluation has been completed, the evaluation is presented and discussed at a Board Session scheduled for that purpose.

Upon arrival of the chancellor in August 2005, the chancellor and the Board met in a retreat to further clarify the role of the Board and the chancellor. Subsequently, the Board conducted a mid-year self-evaluation in September 2006. The mid-year self-evaluation was shared in the public session portion of the Board meetings. (4B.1.g.1)

Additional Board retreats were held in 2006, 2007, and 2009; the retreats focused on, among other subjects, the self-evaluation of recent board activities. (See Recommendation 20)

Self-Evaluation

The college meets this standard. The Board conducts self-evaluations in open session on an annual basis.

Planning Agenda

None.

Evidence

<table>
<thead>
<tr>
<th>4B.1.g.1</th>
<th>Board Retreat Agendas 2006</th>
<th><a href="http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/R.16/Board_Retreat_05_11_06.pdf">http://evcwebs.sjeccd.edu/accreditation/2010/exhibits/R.16/Board_Retreat_05_11_06.pdf</a></th>
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### STANDARD IV B.1.h

*The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

**Descriptive Summary**

Governing Board Policy 2715 delineates the size, duties, ethical conduct requirements, structure, and operating procedures for the Board. (4B.1.h.1) It states that “The San Jose/Evergreen Community College District is committed to the principle that access to higher education should be available to every person. All Board members are committed to maintaining the highest standards of conduct and ethical behavior. The Board believes that such standards promote trust, confidence, and integrity in the working relationship between Trustees and staff.” Other pertinent sections include Governing Board policy BP 2710 which covers areas relating to confidentiality, and conflict of interest. The Board performs a self-evaluation process to monitor performance and effectiveness every year.

**Self-Evaluation**

*The college meets this standard.*

**Planning Agenda**

None.

**Evidence**

| 4B.1.h .1 | BP 2715: Code of Ethics | [http://www.sjeccd.edu/aboutus/board/Documents/Chapter%202%20Board%20of%20Trustees.pdf](http://www.sjeccd.edu/aboutus/board/Documents/Chapter%202%20Board%20of%20Trustees.pdf) |

### STANDARD IV B.1.i

*The governing board is informed about and involved in the accreditation process.*

**Descriptive Summary**

The accreditation report is written by the college faculty, staff, administrators, and students. The Board of Trustees is regularly informed by the president about the progress of the Self Study. The Board of Trustees also participates.
through completing surveys and interviews and is informed in open session by the colleges as to the accreditation process and reports. (4B.1.i.1)

**Self-Evaluation**

The college meets this standard.

**Planning Agenda**

None.

**Evidence**

| 4B.1.i.1 | Board meeting Minutes re: EVC accreditation updates | [http://evc.edu/accreditation/2010/exhibits/4B/Board_Accreditation_Updates.pdf](http://evc.edu/accreditation/2010/exhibits/4B/Board_Accreditation_Updates.pdf) |

**STANDARD IV B.1.j**

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

**Descriptive Summary**

According to Governing Board policy 2431: “In the case of a vacancy for the position of chancellor or college president, the Board shall establish a search process to fill the vacancies. The process shall be fair, open and comply with relevant regulations. It shall include input from students and constituency groups.” The Governing Board has the responsibility of selecting the college’s president and district’s chancellor, who serves as the Secretary of the Board and performs the following duties: prepares the agenda and the minutes; maintains the minutes and the documents; attends all board meetings; signs documents requiring the chancellor’s signature. Governing Board policy 243C states, “the Board delegates to the Chancellor the executive responsibility for
administering the policies adopted by the Board and executing all decisions of
the Board requiring administrative action.”

The chancellor may delegate any powers and duties entrusted to him or her
by the Board including the administration of the colleges, but will be
specifically responsible to the Board for the execution of such delegatec
powers and duties. The chancellor is charged with implementing board
policies and administrative procedures shall be developed to carry out this
purpose.

Board Policy 2435 states that “The Board shall conduct an evaluation of the
chancellor at least annually. Such evaluation shall comply with any
requirements set forth in the contract of employment with the Chancellor as
well as this policy.” The Board shall evaluate the chancellor using an
evaluation process developed by the Board with input from the chancellor.
The process shall provide opportunities for input from all constituency groups
listed in Board Policy 2510.5.

The criteria for evaluation shall be based on Board policy, the chancellor’s job
description, and performance goals and objectives developed in accordance
with the Board.

Upon her arrival, the chancellor was evaluated by the Board in 2005-2006
academic year. Under the direction of the chancellor, a comprehensive
administrative evaluation process was developed and administered in fall
2007 for all administrators including the presidents. The administrative
evaluation includes criteria that reflect the goals, mission, and values of the
district such as cultural competencies, as well as the 360 input from
colleagues and the administrator’s reporting structure. (4B.1.j.2)

**Self-Evaluation**

*The college meets this standard.*

**Planning Agenda**

None.

**Evidence**

<table>
<thead>
<tr>
<th>4B.1.j.1</th>
<th>SJECCD Board Policy Chapter 2</th>
<th><a href="http://www.sjeccd.edu/aboutus/board/Documents/Chapter2%20Board%20of%20Trustees.pdf">http://www.sjeccd.edu/aboutus/board/Documents/Chapter2%20Board%20of%20Trustees.pdf</a></th>
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</table>
STANDARD IV B.2

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary
Since his arrival in 2005, the college president has brought strong, stable, and collaborative leadership to Evergreen Valley College. The president of the college is responsible for institutional and academic leadership, as well as for facilitating a working relationship among administrators, faculty, classified staff, students, and the district, as well as the community at large. The goal of the president is to work towards fulfillment of the college’s mission and Strategic Initiatives.

The president is responsible for overseeing the college’s budget, always ensuring fiscal stability while also seeking ways to enhance outside funding and ensure that FTES levels and enrollment goals are met. Furthermore, the president is responsible for ensuring that district policies and procedures are implemented and followed. The role also requires working with college constituencies and the district to develop long-range planning and goals, all the while working in a climate of shared governance. The position also entails academic leadership to ensure that the college meets the learning needs of its students and community.

The president appropriately delegates authority to the college’s administrators, consistent with their responsibilities. The college has three vice president positions, reporting to the president, in the areas of Academic Affairs, Student Affairs, and Business Services. At the next level of administration, a number of deans, directors, and managers report to these vice presidents. These positions, and the operations of the administration, are described more fully in Standard IVB.2.b below.

The president utilizes the shared governance process on a consistent and meaningful basis. As explained in the college’s Shared Governance Decision Making Handbook, “The shared governance process involves the participation
of representatives from appropriate constituent groups who engage in open discussion and timely decision making.” (4B.2.a.1) Through this process, the committees of the college (including the College Budget Committee, Institutional Effectiveness Committee, Facilities and Safety Committee, and Matriculation and Student Success Committee) plan, analyze, and dialogue in their respective fields of focus, making recommendations through the College Council to the college president. The College Council serves as the top shared governance body and provides recommendations to the president on all major decisions. The president regularly and meaningfully involves the College Council and relevant committees in the earlier stages of planning and decision-making, soliciting the advice of its constituency representatives or matters of importance to the college.

Self-Evaluation

The college meets this standard.

Planning Agenda

None.

Evidence

| 4B.2.1 | Shared Governance Decision Making Handbook | http://evcwebs.sjeccd.edu/college_gove |

STANDARD IV B.2.a

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

Governing Board policies (currently being revised) in chapter seven of the Trustee Handbook delineate how the college is staffed and organized, as well as include an organizational chart outlining how the different levels of administrative leadership operate. (4B.2.b.1) Within this organizational framework, six academic deans and two director level administrators report to the vice president of academic affairs. (4B.2.a.2) These include the following positions:

Dean of Nursing and Allied Health
Dean of Language Arts
Dean of Social Studies, Humanities, Art, and Physical Education
Dean of Business and Workforce Development
Dean of Math, Science, and Engineering
Dean of Library of Learning Resources
Director of Teaching and Learning Center

In the area of Students Services, two deans and two director level administrators report to the vice president of student affairs. These include the following positions:

Dean of Enrollment Services
Dean of Counseling and Matriculation
Director of Student Life
Director of Student Support Services (FasTrack)

In the area of Business Services, four managers report to the vice president of administrative services. This includes the following positions:

Business services supervisor
Administrative services supervisor
CTSS Supervisor
Facilities manager

The administration is committed to achieving and maintaining excellent service learning programs and services and thereby relies on the research that is provided by the district Office Research and Institutional Effectiveness (RIE). (4B.2.b.3) As the community size increases, Evergreen Valley College continues to develop a variety of CTE programs that serve the needs of its students, and also looks forward to establishing new satellite centers in areas such as the city of Milpitas. The development of the upcoming Education and Facilities Master Plan 2025 will determine more clearly how the college can best serve outlying areas and demographic groups in this district.

The president consistently communicates institutional values, goals, and priorities. He chairs and serves on key campus committees, including the Administrative Council Committee, the College Council, and the Diversity Action Council. The president communicates regularly with the Governing Board in addition to attending regular board meetings. He prepares a quarterly newsletter for the campus community and meets monthly on the
second Thursday to provide public updates with all of the campus constituencies.

The president meets twice a month with the management team (Administrative Council) and monthly with the College Council. The president also meets with the Faculty and Academic Senate presidents bi-weekly. The president is involved in the process of analyzing institutional research which is provided to the college from RIE.

Self-Evaluation
The college meets this standard.

Planning Agenda
None.

Evidence

| 4B.2.a.1 | SJECCD Board Policies | http://www.sjeccd.edu/aboutus/board/Documents/Chapter%202%20Board%20of%20Trustees.pdf |
| 4B.2.a.2 | EVC Organization Chart | Evergreen Valley College Administrative Organization |
| 4B.2.a.3 | SJECCD RIE Portal | Link available on site: http://dointranet.sjeccd.org/RIE/riehome.html |

STANDARD IV B.2.b

The president guides institutional improvement of the teaching and learning environment by the following:

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

The president has guided and supported the process of revising the college mission, Strategic and Institutional Initiatives (i.e. goals and values), Educational and Facilities Master Planning, Student Learning Outcome Subcommittee work, the Equity Scorecard and Benchmarking Project and the nation’s Achieving the Dream Initiative.

Values, Goals, and Priorities: The college mission was modified and involved the entire campus and College Council through an all-college retreat in October 2009, voted in January 2010, and approved by the district board in May 2010. The mission is widely distributed and available on the college website. The mission informs the goals and priorities set by the president.

The president works with the College Council on all college-wide policy decisions, ensuring that all constituency groups have an opportunity to discuss the options being considered and to bring their input to the council before a decision is rendered. (4B.2.b.1) Although technically the council makes recommendations to the president, the council and the president work together on issues and generally reach consensus on how to proceed.

The president supports and strengthens the shared-governance processes by ensuring that the work of the College Council, the central recommending body in the process, is accessible with bi-monthly council agendas and minutes posted on the college’s website. The president also ensures that the work of the IEC which oversees critical components of the institution: Accreditation, Program Review, and Strategic Planning is clearly communicated to the College Council through its bi-monthly council agendas and minutes.

Research and Analysis on External and Internal conditions: The president led the college to engage in a data-driven culture using accurate data to evaluate and plan college operation on all levels. The district Office of Research and Institutional Effectiveness (RIE) provides data and reports necessary for decision making at both colleges. (4B.2.b.2) While there has been a delay in RIE setting up access for the college to acquire relevant data, the college has been able to successfully conduct program reviews, new program development planning, enrollment management, and basic skills initiatives. In addition, the president supported two major initiatives that contributed a great deal to the college’s teaching and learning environment:
the Equity Scorecard and Benchmarking Project in collaboration with the University of Southern California Center for Urban Education and the national Achieving the Dream initiative. (4B.2.b.3) Through these initiatives, the college acquired data with equity-minded perspective focusing on what the institution can do to improve so as to better support student success and decreasing the success gap among students particularly in the basic skills level courses, as well as gate keeping courses for transfer.

**Educational Planning/Resource Allocation/Student Learning Outcomes:** The college has been working to closely link its budget, planning, and evaluation processes. Under the umbrella of the district-wide resource allocation and planning framework Planning and Budgeting: a New Process set in June 2007, the college utilizes an integrated allocation process for full-time faculty and staff requests in addition to institutional equipment resource requests. (4B.2.b.4) These requests are connected with Program Review and Student Learning Outcomes which serve as the basis for such requests. The president guides these processes with all relevant shared-governance committees.

**Procedures for Overall Evaluation:** In fall 2010, the college established a college-wide Educational and Facilities Master Plan 2025. (4B.2.b.5) The Institutional Effectiveness Committee (IEC) with the chairs of the Facilities and Safety and ACCC engaged in this process as a Task Force committee. The final recommendation and report are due in September 2010 where the college plans to have a transparent college-wide process to review and develop a plan that integrates college’s strategic initiatives, new instructional program development, and partnerships with secondary schools. (4B.2.b.6)

In addition, the Student Learning Outcome subcommittee has included Institutional Student Learning Outcomes as part of the SLO development and assessment projects. This process will be linked with upcoming Strategic Initiative planning and Educational and Facilities Master Plan 2025 recommendations.

**Self-Evaluation**

**The college meets this standard.** Through appropriate planning and evaluation, the President guides institutional improvement of the teaching and learning environment. The President and constituency groups at the college share a commitment to working together collaboratively to set values, goals, and strategic initiatives (priorities). The campus constituency groups appoint
representatives to the College Budget Committee, IEC, and other campus-wide committees to work together to make recommendations.

**Planning Agenda**
None.

**Evidence**

| 4B.2.b.1 | College Council Website Agendas and Minutes | [http://evcwebs.sjeccd.edu/committees/College_Council](http://evcwebs.sjeccd.edu/committees/College_Council) |
| 4B.2.b.2 | SJECCD Intranet RIE Webpage | Link available on site: [http://dointranet.sjeccd.org/RIE/riehome.html](http://dointranet.sjeccd.org/RIE/riehome.html) |
| 4B.2.b.3 | Equity Scorecard | [http://evcwebs.sjeccd.edu/equity/basic_skills_equity_scorecard_report.pdf](http://evcwebs.sjeccd.edu/equity/basic_skills_equity_scorecard_report.pdf) |
| 4B.2.b.5 | Educational and Facilities Master Plan 2025 | [http://evcwebs.sjeccd.edu/accreditation/master_.pdf](http://evcwebs.sjeccd.edu/accreditation/master_.pdf) |

**STANDARD IV B.2.c**

*The president assures the implementation of statues, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

**Descriptive Summary**

The president assures the implementation of statues, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies through various methods. The president meets weekly with the Executive Team of the district and of the college to discuss these matters and issues of consistency and effectiveness of implementation. The president meets bi-monthly with the Administrative
Council (Management council) which includes all members of the Executive Team, deans, classified supervisors, and directors. These meetings include discussion of statues, regulations and board policies, as well as the college mission and policies.

Governing Board policy BP 2430 designates the chancellor of the District as the executor of the Board of Trustees. This policy in effect gives the chancellor executive responsibility of administering the policies adopted by the Board. The president may delegate any powers of duties entrusted to his office by the Board, but he/she is specifically responsible to the Board for the execution of such delegated duties and powers. The chancellor is empowered to reasonably interpret Board policy, and in some situations where there is no Board direction, the chancellor has the power to carry out actions to address problems or issues that affect the district.

Self-Evaluation
The college meets this standard.

Planning Agenda
None.

Evidence

| 4B.2.c.1 | SJECCD Board Policies, Chapter 2 | http://www.sjeccd.edu/aboutus/board/Pages/BoardPolicies.aspx |

STANDARD IV B.2.d

The president effectively controls budget and expenditures.

Descriptive Summary
The president efficiently manages fiscal resources under his supervision. Working with the vice president of administrative services and college administrative services personnel, the president helps bring together the many pieces that comprise the college budget. Priorities are set through institutional planning, beginning with the college’s Strategic Initiatives, which define its goals for all student learning programs and services. To fulfill its goals, the college engages in additional planning and evaluation to fully understand its needs, including Program Reviews and the Educational and Facilities Master Plan. (4B.2.d.1) The college’s budget and planning process is
set forth in the Planning and Budgeting: a New Process booklet and its operation is more fully described in Standard 3D.1. (4B.2.d.2)

During the past few years under the leadership of Dr. David Wain Coon, EVC has achieved the following milestones:

- Completed construction on the Center for the Arts for $38 million.
- Renovated the P.E Building
- Renovated the Cedro Building
- Installed a new lake system

All of these achievements were accomplished in a timely matter.

Self-Evaluation
The college meets this standard.

Planning Agenda
None.

Evidence

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>URL</th>
</tr>
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<tbody>
<tr>
<td>4B.2.d.2</td>
<td>Educational and Facilities Master Plan</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/m">http://evcwebs.sjeccd.edu/accreditation/m</a> aster_plan.htm</td>
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STANDARD IV B.2.e

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

Descriptive Summary

The president provides comprehensive presentations updating overall information regarding the college at each Professional Development Day. The president instituted the “First Thursdays” College Forum where he shares various updates on the EVC’s activities, initiatives, projects, as well as using this venue to celebrate achievements and accomplishments. (4B.2.e.1)

The president’s office produces a quarterly newsletter, InFlight, which features campus activities, new initiatives, community engagement, student success stories, and educational endeavors. (4B.2.e.2) The newsletter is distributed throughout the district and neighboring community. The president
sends all-college e-mail communication regularly informing the College regarding hiring updates, facility updates, new initiatives, and projects.

The president meets with the constituency groups regularly to promote open and transparent communication. In addition, he works closely with shared governance committees, which broadly represent the campus’ constituency groups, involving these committees in discussions, planning and decision-making on major college issues. In the recent Employee Survey, nearly 65% of respondents believed that the college leadership “communicates effectively with the campus community through the President’s First Thursday events and other college-wide meetings and forums.” (4B.2.e.3)

Self-Evaluation
The college meets this standard.

Planning Agenda
None.

Evidence

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<tr>
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<td>First Thursday e-mails</td>
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<td>4B.2.e.2</td>
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<td><a href="http://evcwebs.sjeccd.edu/newsletter/">http://evcwebs.sjeccd.edu/newsletter/</a></td>
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<tr>
<td>4B.2.e.3</td>
<td>Employee Survey</td>
<td><a href="http://evcwebs.sjeccd.edu/accreditation/self.html">http://evcwebs.sjeccd.edu/accreditation/self.html</a></td>
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STANDARD IV B.3

_In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board._

STANDARD IV B.3.a

_The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice._

Evergreen Valley College | STANDARD IV B.3
Descriptive Summary

The district does not have specific policies on the delineation between its operations and those of the colleges, but the separate nature of these responsibilities and functions is clearly communicated to the college community, district personnel, and the public through the SJECCD Organization Chart. (4B.3.a.1) This chart maps out the structures of the district office and both colleges, and is displayed prominently on the district website. In addition, the district-college delineation is clearly communicated through other published materials, structures, and practices. The roles of each institution are regularly discussed and communicated between the district and colleges at the college president’s weekly meetings with the district’s executive team as well as in district committee meetings and other discussions.

In preparation for this Self Study, the college and district jointly developed the District Function Map. (4B.3.a.2) This matrix was developed and agreed upon in several meetings between the college’s accreditation co-chairs and district administrators, including the acting chancellor and the vice chancellors of administrative services and human resources. The college’s Accreditation Steering Committee reviewed, approved, and followed the District Function Map as a guide for the appropriate division of responsibilities during the preparation of this Self Study.

Self-Evaluation

The college meets this standard. The delineation of district-college operations is clearly communicated in published materials, structures, and practices. Discussions are ongoing about further clarifying these roles. Once a new chancellor is hired, the college will continue to emphasize the importance of maintaining and clarifying a clear description of roles.

Planning Agenda

None.

Evidence

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<tr>
<th>4B.3.a.1</th>
<th>SJECCD Organization Chart</th>
<th><a href="http://www.sjeccd.edu/aboutus/executiveteam/Pages/default.aspx">http://www.sjeccd.edu/aboutus/executiveteam/Pages/default.aspx</a></th>
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<td>District Function Map</td>
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<td>4B.3.a.3</td>
<td>SJECCD Committees</td>
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STANDARD IV B.3.b

The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The district provides centralized support for the colleges (Evergreen Valley College and San Jose City College) in the areas of Human Resources and Employee Relations, Information Technology Support Services (ITSS), Fiscal Services, Payroll Services, Purchasing, Reprographic Services, Business Services, and Campus Police Services.

The vice chancellor of administrative services reports directly to the chancellor and oversees Fiscal Services, Facilities and Operation Services, and ITSS. Facilities and Operations provide centralized support to both campuses in the areas of engineering, facilities planning, and construction management services. The area of custodial and grounds support previously was under the direction of the district but was recently sourced back to the colleges.

Human Resources and Employee Relations are headed by the vice chancellor, who reports directly to the chancellor. This position oversees the areas of employment services, and retirement services, and the collective bargaining process.

The ITSS director reports directly to the vice chancellor of administrative services. This director is directly responsible for providing technology services and support throughout the district, and advises the vice chancellor on district wide technology decisions. The director works closely with the campus IT supervisors, and serves on a district wide technology committee which includes the vice presidents of academic affairs and student services from both colleges.

Self-Evaluation

The college meets this standard. The district provides support in the areas of Business Services, Human Resources and Employee Relations, Information Technology Support Services (ITSS), Fiscal Services, Payroll Services, Purchasing, Reprographic Service, and Campus Police Services. Face-to-face meetings between executives, presidents, and directors provide an opportunity for dialogue, if necessary, regarding these district services to the colleges.
However, district services faced challenges with lack of stability in key positions especially in the last few years including the chancellor. The current chancellor served from August 2005 and will retire in June 2010. A new chancellor was recently named who will start her position in July 2010. The vice chancellor of human resources retired in 2008 after serving a year and half in the position and the acting vice chancellor was appointed to serve until the position could be filled. A new vice chancellor for this position is hired and will start her duties in June 2010. The new vice chancellor of administrative services was hired in July 2009 and also served as acting chancellor between November 2009 and April 2010 while the current chancellor was on medical leave. The ITSS director has also been an acting position for the past two years and was performed by an external consultant. A search for a permanent position is expected to begin in fall 2010. Such lack of stability in the district’s key leadership positions presented some challenges to the college where consistency in communication and support from the district fell short in some areas.

The new chancellor has a significant responsibility to ensure that the district’s key leadership positions are filled with permanent and highly qualified individuals who will review and develop organizational structures that will well serve the college, its mission, and in turn the surrounding community.

Planning Agenda
None.

Evidence

<table>
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<tr>
<th>4B.3.b.1</th>
<th>SJECCD Organization Chart</th>
<th><a href="http://www.sjeccd.edu/aboutus/executiveteam/Pages/default.aspx">http://www.sjeccd.edu/aboutus/executiveteam/Pages/default.aspx</a></th>
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STANDARD IV B.3.c

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

The district has not used a formula-based resource allocation model. Increases and reductions to college budgets have been primarily based on adjustments for step and column increases, longevity, and COLA.
A district-wide integrated resource allocation model was developed under the direction of vice chancellor of administrative services in June 2007 through the shared governance process. This model established clear guidelines and a transparent resource distribution process that helps support the effective operations of the colleges. The newly appointed (2009) vice chancellor of administrative services will continue to refine this process with the shared governance groups.

Self-Evaluation

The college meets this standard. Due to the historic budget crisis since 2008, there have not been resources to be distributed, rather, the district and colleges have been focusing on reducing the existing resources to balance the budget. Even under these challenging circumstances, under the direction of the new chancellor, it will be critical for the district and colleges to continue to identify systematic and efficient ways to support the college’s operation.

Planning Agenda
None.

Evidence

<table>
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<tr>
<th>4B.3.c.1</th>
<th>SJECCD Budget</th>
<th><a href="http://www.sjeccd.edu/facultystaff/BudgetCom/Pages/BudgetDocuments.aspx">http://www.sjeccd.edu/facultystaff/BudgetCom/Pages/BudgetDocuments.aspx</a></th>
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STANDARD IV B.3.d

The district/system effectively controls its expenditures.

Descriptive Summary

This district has shown that it has effectively controlled its expenditures. However, due to the state budgetary cutbacks, the reserve of the district receded from a 12% level to 5%. Based on the temporary elimination/reduction of the annual COLA, the district has experienced a structural deficit for the past two years.

2009-10 ending fund balance is estimated to be $5.5 million or 7.12% of expenditures and transfers as of the 1st Quarter Report (4B.3.d.1)
$3.2 million or 35% of the categorical/special programs budget cut from 2008-09 to 2009-10 1st Quarters - cuts vary by program
86.97% of the district's 2009-10 operating budget is allocated to salary and benefits - includes adjunct faculty
Summary of 2009 layoffs, non-renewal of contracts and unfilled vacancies: Classified 22.9% and Managers, Supervisors and Confidential (MSC) 25.3%
Reduction in Force at Dec. 8, 2009 Board Meeting: 15 classified staff positions proposed, based on lengthy planning and discussions within shared government context. Board of Trustees did not approve plan (4B.3.d.2)
The chancellor has the overall responsibility for the management of the district’s budget. The Chief Financial Officer (vice chancellor of administrative services) is responsible for the general management of the budget, budget controls, and the accounting programs of the district. The president of each college is responsible for operating the college within the limitations placed by the allotted budget. College administrative responsibilities include adhering to guidelines established by the district Administrative Services Office; compliance with deadlines; and adherence to generally accepted accounting principles.

Self-Evaluation
The college meets this standard.

Planning Agenda
None.

Evidence

|----------|---------------------------------|--------------------------------------------------------------------------------------------------|
STANDARD IV B.3.e

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The college presidents have the full authority to implement district policies as described in the district rules and regulations of the San Jose/ Evergreen Community College District. The chancellor gives the presidents this authority and holds the presidents accountable for the operation and overall performance of the colleges based on an annual evaluation process. This evaluation is based on the goals and objectives that the president establishes, and they are assessed by the chancellor and the Board of Trustees.

The outgoing chancellor has been enthusiastic about college operations and ensuring student success. The chancellor and president have worked collaboratively on meeting shared goals. The president has been empowered to handle the daily operations of the college, and the chancellor has been very supportive of the president’s agenda. As of summer 2010, the president is the most senior chief executive within the district. Once the new chancellor arrives in July, the president will continue to seek support for the college’s student learning programs and services.

Self-Evaluation

The college meets this standard.

Planning Agenda

None.

Evidence

| 4B.3.e.1 | SJECCD Board Policy 2430 | [http://www.sjeccd.edu/aboutus/board/Documents/Chapter%202%20Board%20of%20Trustees.pdf](http://www.sjeccd.edu/aboutus/board/Documents/Chapter%202%20Board%20of%20Trustees.pdf) |
STANDARD IV B.3.f

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The chancellor serves as the CEO of the district, and positions herself as the liaison between the colleges and the governing board. All college matters are presented to the Board by the chancellor. The district system and the colleges use effective methods of communication, and they exchange information in a timely manner to the Board via electronic postings and printed documents that are disseminated by centralized offices in the district.

The president meets weekly with the district’s executive team. Information is communicated in both directions at these meetings, so that the district is made aware of the college’s priorities and needs while district information is shared with the college president. Through the shared governance structure and the college administration, the president then communicates any relevant information appropriately throughout the college community. Specific informational items also may be shared at First Thursday events, in college-wide updates and forums, and via e-mail messages as appropriate.

Self-Evaluation

The college meets this standard.

Planning Agenda

None.

Evidence

| 4B.3.f.1 | SJECCD Committees | [http://www.sjeccd.edu/facultystaff/Pages/FacultyandStaff.aspx](http://www.sjeccd.edu/facultystaff/Pages/FacultyandStaff.aspx) |

STANDARD IV B.3.g

The district/system regularly evaluates district/system role delineation and governance with and decision-making structures and processes to assure their integrity and effectiveness in assisting
the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**Descriptive Summary**
Under the leadership of the outgoing chancellor, the role of the district office was clarified in relation to the colleges. The chancellor developed an effective communication mechanism with the shared governance constituency representatives and administration by establishing a District Council. This entity provides constituency groups and the administration proper opportunity for open and transparent communication. The Resource Allocation and Financing Plan clearly established the budget development and management responsibilities to be placed at the colleges. (4B.3.g.1) Establishing the vice chancellor of human resources and the vice chancellor of administrative services at the district level and establishing the vice president positions at the college level created a much needed organizational structure that promotes effective operations of the district and the colleges.

Operating through the shared governance process, the college president will work with the new chancellor to ensure that the Board continues to be made aware of campus priorities. (4B.3.g.2)

**Self-Evaluation**
The college meets this standard.

**Planning Agenda**
None.

**Evidence**

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<tr>
<td>4B.3.g.2</td>
<td>Shared Governance Decision Making Handbook</td>
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