EVALUATION TEAM REPORT

Evergreen Valley College
3095 Yerba Buena Road
San José, CA 95135

A confidential report prepared for the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the Evaluation Team that visited
Evergreen Valley College
October 10-13, 2016

Bob Kratochvil, Ed.D.
Team Chair

NOTE: this page shall be added to the External Evaluation Team Report (Team Report), immediately behind the cover page, and shall become part of the final report associated with the review.

DATE: February 3, 2017

INSTITUTION: Evergreen Valley College

                           3095 Yerba Buena Road

                           San Jose, CA 95731

SUBJECT: Commission Revisions to the Team Report

The Team Report provides details of the findings of the evaluation team that visited Evergreen Valley College October 10-13, 2016 with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team's findings. Upon a review of the Team Report sent to the College, the Evergreen Valley College Self-Evaluation Report, and supplemental information and evidence provided by College and District representatives, the following changes or corrections are noted for the Team Report:

1. The Commission removed Standard citations I.B.9, IV.A.3, and IV.A.7 from District Recommendation 1 and changed this recommendation to one to increase effectiveness wherever it occurs in the Team Report.

2. The Commission deleted District Recommendation 3 wherever it occurs in the Team Report.

3. The Commission changed College Recommendations 2 and 4 to recommendations to increase effectiveness wherever they occur in the Team Report.

Table of Contents

List of Team Members

Dr. Bob Kratochvil (Team Chair)
President
Los Medanos College

Dr. Nabil Abu-Ghazaleh
President
Grossmont College

Dr. Greg Aycock
Dean, Institutional Effectiveness
Norco College

Dr. Stephanie Bulger
Vice Chancellor of Instructional Services
San Diego Community College District

Mr. Brian Robinson
Dean of Rancho Cordova Center
Folsom Lake College

Mr. Daniel Smith
Professor of Television
Mt. San Antonio College

Dr. Omar Torres
Dean, School of Mathematics, Sciences &
Health Professions
College of the Canyons

Ms. Jennifer Adams (Team Assistant)
Senior Executive Assistant to the President
Los Medanos College

Dr. John al-Amin
Vice President, Administrative Services
Los Angeles City College

Dr. Kevin Bontenbal
Instructional Technology Librarian
Cuesta College

Ms. Cyndie Luna
Communication Instructor & Faculty ALO
Fresno City College

Dr. Jerry Saviano
Professor of English
Honolulu Community College

Dr. Angelica Suarez
Vice President for Student Affairs
Southwestern College

Dr. James Wright
Trustee
South Orange County Community College
District

San José-Evergreen Community College District Team Members

Dr. Erika Endrijonas (Chair)
President
Los Angeles Valley College

Dr. Bob Kratochvil
President
Los Medanos College

Dr. Dena Maloney
Superintendent/President
El Camino College

Dr. Nabil Abu-Ghazaleh
President
Grossmont College

Dr. Anthony Culpepper
Executive Vice President, Administrative
Services
Glendale Community College

Dr. James Wright
Trustee
South Orange County Community College
District

Dr. Sherrie Guerrero
Executive Liaison Special Projects
Chaffey College

Dr. Stephanie Bulger
Vice Chancellor of Instructional Services
San Diego Community College District

Summary of the External Evaluation Report

INSTITUTION: Evergreen Valley College

DATES OF VISIT: October 10 – October 13, 2016

TEAM CHAIR: Dr. Bob Kratochvil

A fourteen-member external evaluation team visited Evergreen Valley College (EVC) October 10-13, 2016 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements (ER), Commission Policies, and U.S. Department of Education (USDE) regulations. The team evaluated how well the College is achieving its stated purposes, and provided recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended a team chair training on July 13, 2016 and, together with the team assistant, conducted a pre-visit to EVC on August 24, 2016. During the pre-visit, the chair met with the College President, Accreditation Liaison Officer (ALO)/Vice President of Academic Affairs, campus leadership, and key personnel involved in the self-evaluation preparation process. The entire external evaluation team participated in a team training workshop provided by ACCJC staff on August 31, 2016.

The evaluation team received the College's Institutional Self Evaluation Report (ISER) and related evidence several weeks prior to the site visit. Team members found the document to describe some of the processes used by the College to address Eligibility Requirements, USDE requirements, Accreditation Standards, and Commission Policies. During its review of the ISER, the team found it necessary to request additional evidence in order to corroborate the Report's assertions. The team confirmed that the ISER was compiled through broad participation by the entire College community, including faculty, classified staff, students, and administrators. Further, the Report contained self-identified action plans for institutional improvement as part of the Quality Focus Essay (QFE).

On the morning of Monday, October 10, four members of the EVC team joined four members of the San José City College (SJCC) visit team at the San José-Evergreen Community College District (SJECCD) Office to meet with the Chancellor and other key District personnel. The entire EVC external team then arrived at the campus on the morning of October 11, was introduced to the College community at a breakfast reception, and began its evaluation visit in earnest.

During the evaluation visit, team members conducted more than 60 formal meetings, interviews, and observations involving College and District employees, students, and Board members. Numerous less formal interactions occurred with students and employees outside of officially scheduled interviews, and there were also informal observations of classes, other learning venues, and student activities. Two open forums provided members of the College community with opportunities to share additional information about the institution with the evaluation team.

The team reviewed numerous materials substantiating the Self Evaluation Report, including electronic documents and hard copy evidence supporting the Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Materials reviewed by the team included, but were not limited to: institutional planning documents; program review procedures and reports; evidence related to student learning outcomes; faculty and student contacts in distance education classes; institutional policies and procedures; enrollment information and data; committee materials and minutes; and information pertaining to the College's governance structure. Evidence was accessed through various means including hard copy in the team room, via provided electronic means, internal College systems, and internal and public website pages.

The team appreciated the support and positive attitude from College employees throughout the visit. The team respected and valued the assistance of key staff members who assisted the team with requests for individual meetings, additional evidence, and other information throughout the evaluation team visit. College staff responded to each and every request.

The team found the College to be in compliance with each of the Eligibility Requirements, Commission Policies, USDE regulations, and most of the Accreditation Standards. In addition, the team found several innovative and effective institutional practices and programs. It also issued a number of College commendations and several recommendations to improve effectiveness and to meet certain Standards. The District-assigned team found the District to be in compliance with all Eligibility Requirements and most of the Commission Policies and Standards. The District team also issued several compliance and improvement-related recommendations to the institution.

Major Findings and Recommendations of the
2016 External Evaluation Team

<u>Evergreen Valley College Commendations</u>

College Commendation 1
The team commends Evergreen Valley College for its efforts to better serve students, and the increasing involvement of students in shared governance. This includes the implementation of the GradGuru software application, increased staffing and support for student government, student participation in governance, and activities for students. (Standards I.C.1, II.C.5, IV.A.2)

College Commendation 2
The team commends the College for its diverse services – such as AFFIRM, ASPIRE, Enlace, OASISS, SEAASE, and YESS – focused on the engagement of the student population served by the institution. (Standards II.A.7, II.C.3, ER 15)

College Commendation 3
The team commends the College for its focus on equitable access through the reduction of transportation barriers for students with the implementation of the Valley Transportation Authority Eco Pass. (Standards II.A.7, II.C.3)

College Commendation 4
The team commends Evergreen Valley College's Library for increasing awareness and access to library resources by including the "LibGuide for Distance Education Students" as one of the main menu items in all Canvas course pages. (Standard II.B.1)

College Commendation 5
The team commends the College for cultivating a welcoming environment and an inclusive, supportive campus culture for students, employees, and the community it serves. (Standard III.B.1)

College Commendation 6
The team commends the College and the District for their fiscal prudency, the lack of material findings in their annual audits, and open hearings on the college resource allocation request process. (Standards III.D.3, III.D.7, III.D.10)

College Commendation 7
The team commends the College for fostering an environment where constituent groups feel included in the participatory process and that their opinions are valued by colleagues and College leadership. (Standards IV.A.1, IV.A.5)

Evergreen Valley College Recommendations for Improvement and Compliance

College Recommendation 1 (Improvement)
In order to increase effectiveness, as identified in the Quality Focus Essay, the team recommends that the College fully and systematically integrate, communicate, and assess recently developed planning processes, including learning assessment, program review, and resource allocation. Integration should include institutional plans, the strategic plan and functional unit plans as defined in the Evergreen Valley College Integrated Planning Model. (Standards I.A.2, I.A.3, I.B.7, I.B.9, II.A.3, II.A.16, II.C.1)

College Recommendation 2 (Compliance)
In order to meet the Standard, the team recommends that SLO data be systematically disaggregated by student subpopulations and achievement data disaggregated by delivery modes. These data should be used institution-wide for each of the planning processes, including assessment of student learning, program review, and resource allocation. (Standards I.B.5, I.B.6)

College Recommendation 3 (Improvement)
In order to increase effectiveness, the team recommends that the College include the All College Curriculum Committee in the process for review of Board Policies and Administrative Procedures related to instruction to ensure broad participation and ongoing integrity of the information. (Standard I.C.5)

College Recommendation 4 (Compliance)
In order to meet the Standard, the team recommends that the College formulate and regularly assess learning outcomes and service area outcomes for all courses, programs, certificates, degrees, and service areas through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. (Standards II.A.2, II.A.3)

College Recommendation 5 (Compliance)
In order to meet the Standard, the team recommends that the College further develop and implement a policy requiring increased regular and substantive contact for Distance Education courses, and subsequently evaluate DE courses for policy compliance. (Standards II.A.2, II.A.7, II.A.16)

College Recommendation 6 (Improvement)
In order to increase effectiveness, the team recommends that the College develop and implement a plan to further safeguard hard copies of student records by maintaining fireproof storage areas and preserving historical files. (Standard II.C.8)

College Recommendation 7 (Improvement)
In order to increase effectiveness, the team recommends that the College formalize its assessment of budget allocations resulting from the resource request process. (Standards III.D.1, III.D.2, III.D.3)

College Recommendation 8 (Improvement)
In order to increase effectiveness, as identified in the Quality Focus Essay, the team recommends that the College document the processes for decision-making, create a mechanism for formally communicating institutional decisions on an ongoing basis, and regularly assess the effectiveness of the process. (Standards III.D.3, III.D.4, IV.A.6, IV.A.7, IV.B.6)

District/College Commendations

District/College Commendation 1
The team commends the efforts of District Police Services, in conjunction with the College's Safety and Facilities Committee, for making positive improvements related to campus safety, security, and emergency preparedness. (Standards III.B.1, IV.D.2, IV.D.6)

District Recommendations for Improvement and Compliance

District Recommendation 1 (Compliance)
In order to meet the Standard, the team recommends that the District establish a clear process of integrated planning that links resource decision-making to goals developed through collegial consultation. The team further recommends that the relationship between the Board Ends Policies and the strategic plan be clearly defined in the context of resource decision-making. (Standards I.B.9, IV.A.3, IV.A.7, IV.D.5)

District Recommendation 2 (Improvement)
In order to increase effectiveness, the team recommends that the District complete its evaluation and revision of the current resource allocation model. (Standards III.D.1, III.D.2, III.D.3, IV.D.2, IV.D.3)

District Recommendation 3 (Compliance)
In order to meet the Standard, the team recommends that the District review and revise Board Policies 2511 and 4000 to eliminate the discrepancy concerning means of collegial consultation in areas of academic and professional matters. (Standard IV.A.5)

District Recommendation 4 (Improvement)
In order to increase effectiveness, the team recommends that the District establish a process to systematically evaluate District committees and use the results of that assessment as the basis for improvement. (Standards IV.A.7, IV.D.7)

District Recommendation 5 (Improvement)
In order to increase the effectiveness of its policies in fulfilling the District mission, the team recommends that the Governing Board fully implement a formal Board Policy review process that involves college stakeholders in the regular cycle of assessment. (Standard IV.C.7)

Introduction

Evergreen Valley College is located on a 160-acre site in the eastern foothills of San José, California. The College, which recently celebrated its 40th Anniversary, opened its doors to 3,000 students in 1975. Since then, EVC has grown to serve approximately 9,000 students from more than 70 countries.

Planning for EVC began in July 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. EVC's service area includes San José, Milpitas, Morgan Hill, and Gilroy. The majority of students come from San José, with the largest groups from the eastern and southeastern areas of the city. Although there was a decline in enrollment beginning in 2012, primarily correlated with the improvement in the regional economy, longitudinal student demographic data demonstrates that the area of student residence the College serves remains consistent.

EVC's service area is home to a diverse population, with many variations in income and educational levels. This rich variety of cultures comprises one of the most diverse student bodies within the California Community College System, which both enhances and enriches campus life. The two largest racial and ethnic groups are Hispanic and Asian, at 41% and 32% of the population, respectively. Most students (78%) fall between the ages of 20-29; 28% are 19 or younger; and 21% are over the age of 30. Female students continue to slightly outnumber male students, at approximately 55% of the student population.

Within the District's service area, a significant number of adults are living in poverty, without a high school diploma, or with little ability to read and write in English. In the EVC service area, approximately 30% of residents speak English less than "very well" at home; as a result, EVC offers a strong English as a Second Language program to meet the needs of its community. Income distributions within the College's service area are comparable to those across Santa Clara County, though the service area tends to be slightly skewed toward lower incomes: 41.8% of households make $100,000 or above; 14.6% fall under federal poverty level threshold for a family of four. Due to the high cost of living in the area, however, far more can be considered disadvantaged than indicated by federal poverty levels.

In recent years, bond measures have allowed the College to build much needed facilities. These projects include development of a new Central Green and Visual and Performing Arts (VPA) buildings, which feature a theater and specialty classroom space. Other projects include the Automotive Tech and the South Campus Buildings (the science building and fitness center). Existing facilities have also been improved, including: renovations to the Cedro, Gullo, and Physical Education buildings; extensive site improvements to walkways, utilities, landscape, driveways/fire lanes, and bicycle parking throughout campus; and new outdoor areas to facilitate student congregation.

In June 2015, as a result of the Follow-Up Report submitted by EVC and a subsequent Visit Report, the Commission took action to remove the College from Probation. EVC's accreditation was last reaffirmed in January 2013.

Eligibility Requirements

1. **Authority**
   The visiting team verified that 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 (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008. This authority is published in the College Catalog, the College website, and in the President's Office.

   The College meets the Eligibility Requirement.

2. **Operational Status**
   The team confirmed that Evergreen Valley College is operational, with approximately 9,300 students enrolled every semester. The majority of students are enrolled in courses leading to degrees and certificates.

   The College meets the Eligibility Requirement.

3. **Degrees**
   The team confirmed that EVC offers 37 associate degrees and 22 certificates, with the majority of classes fulfilling the requirements of these degrees that are designed to be completed in two years. Nineteen degrees and four certificates are offered with general education distance education components.

   The College meets the Eligibility Requirement.

4. **Chief Executive Officer**
   The team substantiated that the President of EVC serves as the Chief Executive Officer (CEO) of the College and has direct responsibility for: developing program and services, including distance education; administration and operation of the College; and administering Board Policies. The President is appointed by the Board of Trustees and does not sit on the Board, as mandated by Board Policy 2010.

   The College meets the Eligibility Requirement.

5. **Financial Accountability**
   The team confirmed that certified public accountants conduct an annual external audit. Findings are presented at a Board of Trustees meeting and are posted publicly online. Neither the District nor the College has reported financial deficits at any time during the process of application for reaffirmation.

   The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance
with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
The team verified that the College complies with the Commission's requirements for timely submission of accreditation documents and reports, as well as disclosure of required information. Evergreen Valley College posted information on its website about the process for third party comment and the President notified the community, faculty, staff, students, and administrators via electronic means as well as public forums. The team found no third party comment related to the visit.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
The College established Institution-Set Standards (ISS) at the college and program level during 2015-16. The ISS for the College are course completion and transfer rates, and the program-level ISS are licensure examination pass rate and job placement rate. The College went to extra lengths to ensure the quality of the ISS by bringing in an outside consultant to guide them through the process of establishing these metrics. During 2016-17, the Institutional Effectiveness Committee (IEC) will be integrating the ISS, Institutional Effectiveness Partnership Initiative (IEPI) targets, and scorecard measurements to create an institutional dashboard for monitoring student success and achievement at EVC.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
The All College Curriculum Committee (ACCC), as well as the Academic Senate, has established a protocol for the review of all courses for length, depth, breadth, and rigor. Distance education courses also require additional approval. The institution does not have clock hour programs. The College schedules courses in a manner that allows students to complete certificate and degree programs within a two-year period. Tuition for all courses is consistent across the entire institution. The awarding of credit units is consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education as evidenced by the College's approved Course Identification Numbering System (C-ID) courses, Transfer Model Curriculum (TMC), and articulated courses with four-year institutions.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public.
☒	Policies contain information about the criteria the institution uses to accept credits for transfer.
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
Transfer-of-credit policies are made available to students through the College Catalog, College website, Schedule of Classes, and is supported by the Office of Admissions and Records as well as counseling. When students transfer into the College, transcripts are evaluated to ensure that learning outcomes for transfer courses are comparable to the learning outcomes of its own courses. When students prepare to transfer to a four-year institution, courses are also evaluated for equivalency. Policies on General Education (GE) requirements, California State University (CSU) GE breadth requirements, Intersegmental General Education Transfer Curriculum (IGETC), transfer to other four-year institutions, and other relevant lower division preparation are readily available for students to access. Articulation agreements between EVC and the CSU and University of California (UC) systems can be found on the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) website. District Board Policy 4050 on Articulation, updated in 2016, ensures that the Chancellor (in consultation with the Academic Senate) will establish appropriate articulation of the College's educational programs with other community colleges, baccalaureate institutions, and proximate high schools through its administrative procedure, which addresses how the College develops and implements articulation agreements with the UC, CSU, high schools in the District service area, and other institutions.

Distance Education and Correspondence Education

Evaluation Items:

☒	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
☐	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
☒	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
☐	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☒	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
EVC Distance Education offerings undergo additional scrutiny, to ensure the quality, access, and integrity of these courses, and employ a secure log-in and password for authentication. EVC's Distance Education Handbook defines requirements for "effective and regular" instructor-student contact – including email, announcements, and monitoring of discussion boards – that does not appear to be at the level expected for traditional face-to-face classes. A review of all fall 2016 Moodle and Canvas courses did not substantiate a consistently comparable level of instructor-student contact within the online course environment.

College Recommendation 5 (Compliance)
In order to meet the Standard, the team recommends that the College further develop and implement a policy requiring increased regular and substantive contact for Distance Education courses, and subsequently evaluates DE courses for policy compliance. (Standards II.A.2, II.A.7, II.A.16)

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
☒	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
The College has clear procedures for student complaints and has recently purchased Maxient as its student grievance/complaint management system. Appropriate complaint procedures are outlined in the College catalog, Schedule of Classes, and within the Student Affairs departments.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u>.

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
Information about programs, policies, and locations are communicated to students, faculty, staff, and the public in the College Catalog, the Schedule of Classes, and on the College website. EVC's website provides information about institutional data and research, planning, and the status of accreditation, including annual reports. EVC does not misrepresent program costs as well as job placement and employment opportunities, and does not offer money in exchange for enrollment or guarantee employment in order to recruit students. EVC scholarships are awarded based on specified criteria to support students in the pursuit of their educational goals.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
☒	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
☒	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
☒	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
The College undergoes an annual audit to review its financial processes and compliance with federal and state regulations. Recent audits have been clean, cite no material weaknesses, and no issues have been raised by the USDE. Student loan default rates for the past three years have been within federal guidelines, and the College provides pre-loan and exit counseling regarding repayment responsibilities and loan terms. Contracts which are consistent with District and College institutional mission and goals, which include compliance with accreditation requirements, are thoroughly reviewed by the College prior to recommendation to the Board for approval.

STANDARD I

MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard I.A: Mission

General Observations
In October 2015, the San José-Evergreen Community College District Board of Trustees approved the EVC Mission Statement. The revised mission statement is clear about the population served by the College and the educational opportunities it provides, while highlighting equity and access. It is available and published in the appropriate areas. The mission guides implementation of the 2015 Educational Master Plan and progress is assessed through the College's 2016 "Progress on the Mission" Report. The College has developed a mission-driven program review process to support student learning and resource allocation.

In an effort to integrate and operationalize all of its institutional processes, the College has engaged in significant dialogue since 2015. Meeting minutes indicate that the mission is at the center of these discussions, and there is a plan in place for all committees and councils to have a standing agenda item related to discussing their respective relationships to the mission. EVC reviews data as it develops its plans, and has clearly defined Institution-Set Standards that set the framework for College discussions.

Findings and Evidence
A review of minutes indicates that the Institutional Effectiveness Committee conducted the discussion to revise the mission statement. The revised mission was approved by the College Council in September 2015, and then by the Board of Trustees in October 2015. Previously, the mission was reviewed in 2010. Both Board Policy 1200 and the draft 2016 Integrated Planning Manual call for the mission to be reviewed every three years, the latter of which outlines a timeline and process for conducting the evaluation. The mission is appropriate to an institution of higher education and demonstrates a commitment to student achievement and learning, and the College should ensure that adheres to the recently developed process for regular evaluation. (Standard I.A.4, ER 6)

The College emphasizes equity and access in its mission statement. The *Progress on the Mission Report* includes five equity-related goals that were developed based on a gap analysis. The equity data are analyzed and used in planning for allocation of equity funds. This is an excellent example of data analysis to support achieving the mission and ultimately resulting in resource allocation. The 2015-2018 Distance Education Plan indicates that the College community engaged in discussions and concluded that Distance Education is implemented in such a manner to support the mission by providing access and learning opportunities to a diverse student population. College stakeholders assess progress toward the mission in the areas of transfer, degree/certificate, and basic skills attainment. Assessment occurred regarding progress toward "civically responsible global citizens," as stated in the mission, through mapping Service Learning courses to Institutional Learning Outcomes (ILOs). (Standards I.A.1, I.A.2, I.A.3)

As part of the College's program review process, personnel analyze their respective programs' contributions to the mission, strategic initiatives, comprehensive academic offerings, and priorities of the College and District. Program staff then go on to analyze data related to student learning and success. The IEC hears presentations on each program review and provides feedback. Mentors through the IEC assist programs to revise program reviews. Once approved by IEC, the program review is forwarded to College Council for final approval. Final approval represents acceptance of the document as a whole, not necessarily approval of requests within the program review. The 2016 Progress on the Mission Report indicates that program review requests have been funded through a one-time allocation in 2015 and is intended to be a function of the annual spring budget process. The College has also recently purchased Student Learning Outcome (SLO) and program review modules for CurricUNET in an effort to more systematically communicate results of assessment. (Standards I.A.2, I.A.3)

The College has placed the mission at the forefront of the 2016 Educational Master Plan. The Integrated Planning Implementation Design report identifies actions plans to take for implementing the Educational Master Plan. All of these plans have been recently developed as the College has put a greater focus on formalizing and implementing information-based decision-making processes. (Standard I.A.3)

College Conclusion
The College meets the Standard and Eligibility Requirement 6.

College Recommendations for Improvement and Compliance

College Recommendation 1 (Improvement)
In order to increase effectiveness, as identified in the Quality Focus Essay, the team recommends that the College fully and systematically integrate, communicate, and assess recently developed planning processes, including learning assessment, program review, and resource allocation. Integration should include institutional plans, the strategic plan and functional unit plans as defined in the Evergreen Valley College Integrated Planning Model (Standards I.A.2, I.A.3, I.B.7, I.B.9, II.A.3, II.A.16, II.C.1)

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

General Observations
Evergreen Valley College has several avenues by which the institution engages in dialogue on student outcomes and equity, institutional quality and improvement, and strategies to promote continuous advancement in these areas. The dialogue has been robust in the area of Institution Set Standards and involved the participation of an outside consultant to facilitate the beginning of this conversation. The institution has demonstrated its value for student learning outcomes by recently establishing a Student Learning Outcome Assessment Committee (SLOAC) as an independent body – rather than a sub-committee of the All-College Curriculum Committee, as it was prior to 2014-15 – and has made good strides since the last Accreditation visit to establish learning outcomes for most of its courses, programs, and service areas. However, more work is needed in the area of disaggregation of learning outcomes data; in addition, greater clarification is needed on the existing Integrated Planning Model to demonstrate how institutional planning and resource allocation are truly integrated. Quantitative data is disaggregated and used for improvement in the planning processes at EVC, but use of qualitative data was limited. It was also unclear whether there was regular evaluation of resource management and governance processes.

Findings and Evidence
The newly independent SLOAC, formerly a subcommittee of EVC's Curriculum Committee, meets on a bimonthly basis. Discussion points in the recent year were mainly focused on Professional Development Day (PDD) presentations, course assessment issues, and Institutional Learning Outcomes (ILOs) assessment, especially in Social Responsibility. SLO items are consistently presented at Professional Development Days for the fall and spring semesters. Student equity issues and plans are consistently discussed in the Student Success and Equity Committee. In addition, a presentation was made on the Student Equity Plan in August 2015 at the Professional Development Day. Dialogue on academic quality and institutional effectiveness take place in the Institutional Effectiveness Committee, which oversees the College's accreditation, program review, and strategic planning processes. These three areas are regularly discussed, as demonstrated by committee minutes, over the past several years. This committee also monitors institutional effectiveness by addressing institution-set standards for the College and overseeing the strategic planning processes. (Standard I.B.1)

The institution has a process for assessing instructional programs, student services, and learning support services. These programs appear to have Program Learning Outcomes (PLOs) in the catalog or listed on the Program SLO website. Fifty-one programs out of fifty-nine (86%) have documented assessment data and ongoing assessment. One reason for this lack of assessment is that some programs were mistakenly included on the list of programs, but did not actually meet EVC's definition of a program. The cycle of assessment for Career Technical Education (CTE) programs is two years; for instructional PLOs, the cycle is six years. All 23 student services programs have defined SAOs and 21 (91%) are engaged in ongoing assessment and have a cycle of three years. The only two programs that have not been assessed is because they (International Students and Veterans) were recently given program status. There is no administrative unit program review or assessment occurring at

this point, but plans are in motion to work with these units to begin as indicated in Changes and Plans Arising Out of the Self-Evaluation Process. (Standard I.B.2, ER 11)

The IEC oversees Institution-Set Standards at EVC. Through meeting minutes, it is clear that this committee was involved in the establishing, assessing, and monitoring improvement of the ISS. The initial process of establishing ISS involved the hiring of an outside consultant to guide the IEC members in defining appropriate ISS and "stretch goals."   As indicated on the IEC webpage, the College has two ISS: course success rate and transfer rate. It is understood that ISS are "floor" or bottom level measures that mark the point below which institutional response becomes necessary to raise performance. The IEC has established ISS based on a 5-year average derived through data from the State level, peer institutions, and the College itself. The work done by the IEC in 2015-16 was focused on establishing these ISS and assessing performance through the most recent data. In addition to institutional measures for ISS, the College has set program-level ISS. The ISS at the program level are the following: licensure examination pass rate and job placement rate. Beginning in fall 2016, these ISS will be integrated into the program review process. At present, some of the programs are also applying the institution-level ISS in their program reviews (Example: Engineering). Continuous improvement as demonstrated through achievement of the mission is captured in the *Progress on the Mission Report*, which assesses progress in six areas: program review, student learning, ISS, Student Success and Support Program (SSSP) plan, equity, and basic skills. The institution-level ISS and *Progress on the Mission Report* are published on the IEC website; the program-level ISS are in the ACCJC Annual Report, which is posted on the EVC home page. (Standard I.B.3, ER 11)

The College's use of data to support student learning and achievement includes three plans: SSSP, Basic Skills Initiative (BSI), and the Student Equity Plan (SEP). These plans have driven changes in New Student Orientation, Early Alert, and the introduction of Supplemental Instruction (SI) into basic skills courses. These data, plans, and processes are summarized in the 2016 Progress on the Mission Report. This report concludes with five recommendations that, if implemented, is expected to result in a more robust set of data and visualization tools for charting progress for the institution. Additionally, program review uses data by making standardized department-level reports available through the Colleague Reporting and Operational Analytics (CROA) system. (Standard I.B.4)

Upon review of a sample of instructional program reviews (Theater, Psychology, Nursing, Paralegal), disaggregated data are integrated into program reviews by gender, ethnicity, and age consistently across different programs. These data are usually addressed in the context of trends observed for the individual program. However, no data in program review disaggregated by mode of delivery (face-to-face/online/hybrid) was observed. It was reflected in the Changes and Plans Arising from the Self Evaluation Report that disaggregated data by delivery mode would begin in fall 2016. Qualitative data have been gathered on various surveys and in at least one focus group targeting student leavers. (Standard I.B.5)

Student achievement data are disaggregated by various student subpopulations through the California Scorecard, the Student Equity Plan, and the EVC fact book. Performance gaps

between subgroups and strategies for ameliorating these gaps are primarily identified through the Equity Plan/data. These gaps or disproportionate impact are overseen by the Student Success and Equity Committee. An intervention cited that included the reallocation of resources based on disaggregated data was the implementation of Supplemental Instruction into basic skills courses, which increased the success rate for those SI-enhanced courses. Future plans include expanding SI in more sections of these basic skills courses based on these outcomes. EVC does not appear to disaggregate SLO data by subpopulations of students, but it does identify this as an area that needs to change in "Changes and Plans Arising from the Self-Evaluation." (Standard I.B.6)

EVC has an established process for evaluating instructional programs and student support services through program review. The assertion is made that EVC systematically assesses all areas of the institution, but no evidence is provided to support this assessment component. The QFE Action Project on Institutional Effectiveness addresses the need to create an integrated approach to College projects and improve data collection/presentation, but it does not specifically address the need to regularly evaluate the resource management and governance processes. (Standard I.B.7)

The primary channel for communicating results of assessment and evaluation activities is via committees such as SLOAC, IEC, Budget, Student Success, and Curriculum. If committees are the primary channel of communication, it is vital that: 1) the membership of these bodies is representative of the institution's constituency groups; and, 2) consistent attendance and participation remains a priority. Student Services units also discuss and distribute results of assessment and evaluation. The primary document summarizing the results of assessment and evaluation activities is the 2016 Progress on the Mission Report. This document presents an annual update of the activities and progress made in program review, student learning, student success and achievement (Institution-Set Standards), SSSP, equity, and basic skills. Based on the data in this report, recommendations were made for EVC to:

1. *Develop an integrated matrix and document that tracks progress on each of the College areas of meeting the mission and integrates the findings cohesively. For example, the connection of equity tracking of course completion and transfer should be aligned with the institutional set standards.*
2. *Embed larger institutional success measures into program review data templates.*
3. *Expand existing efforts to establish program set standards in 2016-17. (Identify early adopters and program already setting standards, and for remaining programs, establish timelines for setting program standards).*
4. *Merge the Institutional Effectiveness Partnership goals (IEPI- stretch goal) of the state of California, with the California Scorecard metrics (actual college rates) and the Institutional Set Standards (baseline standards).*
5. *Create a dashboard that tracks progress towards the mission in a visually appealing manner.*

The report and recommendations were approved by the College Council and posted on the College website. The process for setting appropriate priorities was to review the requests for the previous three fiscal years and fund projects "using a systematic model." The model

referenced was not included in the ISER, so it is not clear that the process is based on evaluation and assessment results. (Standard I.B.8)

The College asserts that its planning processes are integrated with program review and resource allocation, based on the planning model included in the ISER. However, the diagram of the model is the only evidence used to support this assertion. In addition, planning processes were recently evaluated through the use of committee surveys and discussion of these survey results at the College Council. The institution addresses short-term needs primarily through the program/unit review, which includes an overview of the program, program effectiveness and success, curriculum (if necessary), student learning outcomes and assessment, faculty and staff, resource requests, and future needs. These are completed on a six-year cycle for instructional programs, a two-year cycle of CTE, and a three-year cycle for student services. While the six-year cycle for instructional program review is in place, the primary document guiding long-term planning at the College is the Education Master Plan (EMP). Through internal and external scans of the EVC environment, the EMP provides vision, values, and goals, as well as potential future improvements to consider through the 2018-19 academic year. The EMP adequately lays out a road map that guides future allocation of EVC's resources. (Standard I.B.9, ER 19)

College Conclusion
The College meets Eligibility Requirements 11 and 19, but does not meet the Standard.

EVC has developed learning outcomes for all programs and has assessed most but not all of the programs (86%). Institution-Set Standards have been given ample attention at the College and have been set at appropriate levels. The result of this dialogue is the establishment of two ISS that are established by a triangulation of state, institution, and peer outcomes. The College engages in healthy dialogue about assessment and evaluation activities; however, it does not appear to evaluate resource management or planning processes consistently. EVC needs to establish more clarity and specificity regarding how information and data flow within its integrated planning and resource allocation process. SLO data are not disaggregated by student subpopulations, such as ethnicity, age, and gender. Finally, there was no evidence that qualitative data are gathered for student achievement or learning outcomes.

College Recommendations for Improvement and Compliance

See College Recommendation 1 (Improvement)

College Recommendation 2 (Compliance)
In order to meet the Standard, the team recommends that SLO data be systematically disaggregated by student subpopulations and achievement data disaggregated by delivery modes. These data should be used institution-wide for each of the planning processes, including assessment of student learning, program review, and resource allocation. (Standards I.B.5, I.B.6)

District Recommendations for Improvement and Compliance

District Recommendation 1 (Compliance)
In order to meet the Standard, the team recommends that the District establish a clear process of integrated planning that links resource decision-making to goals developed through collegial consultation. The team further recommends that the relationship between the Board Ends Policies and the strategic plan be clearly defined in the context of resource decision-making. (Standards I.B.9, IV.A.3, IV.A.7, IV.D.5)

Standard I.C: Institutional Integrity

General Observations
Evergreen Valley College demonstrates integrity in myriad ways to its students, faculty, staff, and community through its printed and online materials. Board Policies and Administrative Procedures generated by the Board of Trustees and placed on the SJECCD website are available to all College constituents and the community on a website. Additional website information regarding admissions, support services, financial aid, gainful employment, student achievement data, as well as programs and policies in the College Catalog clearly articulate EVC's commitment to its mission of preparing diverse students for success and civic responsibility.

The Self Evaluation Report addresses all of the Standards in IC. Through a review of evidence provided in the Report and on College and District webpages, EVC provided evidence to meet the Standards. In general, the Standard is addressed with information and evidence provided by the College; however, some evidence was difficult to locate (e.g., student learning outcomes assessment results and a master calendar or cycle for the review and updating of Board Policies) or inappropriately cited (e.g., the academic freedom policy evidence cited in Standard I.C.7 links to a grading and academic records symbols policy).

Findings and Evidence
The EVC mission statement emphasizes the institution's focus to "empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens." EVC's service area comprises a diverse population in the San José region of more than 1 million people. A review of the website homepage, which has separate tabs for Current and Future Students displays, links to relevant information for first-time and continuing students regarding admissions processes, degrees and certificates, counseling, and library resources. Services such as student orientation are identified in English, Spanish, and Vietnamese. Information for current and prospective students on the EVC website covers costs of education at EVC including individual courses, health fees, technology fees, and materials for art, science, and allied health and nursing programs. Moreover, the gainful employment information that is required of institutions provides evidence of the total cost of a program and materials for 10 occupational programs, while a Net Price Calculator and comprehensive information regarding many sources of financial aid and scholarships are presented for current and future student webpages. This comprehensive array of information provides students and families, particularly those that are financially challenged, with the total cost of their education. Evergreen Valley College maintains that its main purpose is for the benefit of students and does not seek to benefit financially in any way from this purpose. The College's information presented in hard and electronic copy was accurate and clear. Its processes ensure integrity of the information provided to the public. (Standards I.C.6, I.C.1)

Fifty percent of EVC students receive federal financial aid, and 20% of the adult population in the SJECCD service area lives in poverty. Students from myriad backgrounds are provided clear information regarding support services as they begin or continue their higher education at EVC. Additional documents demonstrate that the institution is engaged in activities that promote student achievement, including: plans for student success and support,

27

Educational Master and Equity plans, and services to disabled and low income students through categorical programs. (Standards I.C.1, I.C.14)

EVC is included in the California Community Colleges Chancellor's Office DataMart, which publishes information related to completion, transfer, grade distribution rates, program awards, basic skills cohort progress. Evidence of information about student learning and student achievement was available on the CCCCO website, on the Institutional Effectiveness page of the EVC website, on the Student Learning Outcomes webpage, on page 20 of the Annual Report, and on the home page of the website under a link for "Scorecard." (Standard I.C.3)

EVC offers instructional programs leading to more than 50 associate of arts degrees, associate of science degrees, associate degrees for transfer, and certificates. Evidence of the educational programs is available in the hard copy and web-based College Catalog – as well as archives of previous Catalogs on the College website – and is searchable on the institution's website by program. While EVC states in its ISER that there are 58 programs in 2015-16, the 2015-16 Catalog represents 54 programs. Furthermore, the College Catalog includes: general information, major policies, and procedures affecting students; requirements for admissions, enrollment, and financial obligations; and credential attainment, including transfer and graduation. Statements in the ISER, confirmed via meetings with faculty and administrators, indicate that EVC does not offer curricula in foreign countries. EVC clearly meets the need for students to have accurate, current, and publicly available information to guide their educational journeys. (Standards I.C.1, I.C.2, I.C.4, I.C.11, ER 20)

In the EVC service area, more than 45% of households are considered low income; as noted in the ISER, a significant number of adults are living in poverty, have not earned a high school diploma, or do not possess proficient English-speaking skills. The College provides evidence that information regarding learning outcomes is available to students and the community in the 2015-16 College Catalog, in hard copy and on the institution's website under the "Current Students" and "Future Students" tabs. Information is included on five Institutional Learning Outcomes (ILOs) – also referred to as General Education outcomes – that represent the common knowledge expected of each student transferring or receiving a degree from EVC. Additionally, the Catalog identifies program-level learning outcomes in 46 program areas that may cover a combination of degrees and certificates. Further evidence of the integrity of the information provided to organizations is the Annual Report filed with the ACCJC; this report outlines the ongoing assessment of SLO information in courses. These examples demonstrate that EVC pays attention to the clarity and accuracy of information about learning outcomes for students and community. (Standards I.C.1, I.C.4)

Seven trustees govern the San José-Evergreen Community College District, which represents a population of 918,000 individuals in the San José/Milpitas regions. A sample review of Board Policies and Administrative Procedures provided evidence of the initiation of the policy and last review date, all of which occurred in 2016. The ISER indicates that College Council is the committee providing EVC's input regarding reviews Board Policies and Administrative Procedures. Moreover, the Report identifies the Vice President of Student Services, Office of Instruction, and Student Success Committee as the responsible units for

reviewing the institution's publications for information related to policies and procedures, programs and services, and mission integrity. Board Policies 2410 and 1200 provide evidence of this directive, and several statements in College Council minutes reference changes to Board Policies brought forward by the EVC President. (Standard I.C.5)

Evergreen Valley College provides evidence of its attention to the ethics and integrity by students, faculty, staff, and the community. EVC employs 466 individuals and serves approximately 20,000 students annually. Evidence exists on the SJECCD website of a written Code of Ethics that advocates for open dialogue, respect for others, and diversity of viewpoint. The Academic Freedom policy, BP 4030, articulates the rights of faculty and students with respect to the expression of ideas. Board Policy and the institutional code of ethics prohibiting conflicts of interest in board members and employees establish a foundation for preventing conflicts of interest. The Academic Freedom policy is published in the College Catalog 2015-16 on page 163 for review by students, faculty, and the community. The publishing of a policy on academic freedom defines the responsibility of faculty, students, staff, and administrators, and promotes an organizational climate of mutual respect. Evidence is provided in the 2015-16 Catalog of what constitutes academic dishonesty, academic probation, dismissal from and reinstatement to the institution, academic standards and consequences, and behavioral standards as well as consequences. Furthermore, these policies are established by Board of Trustees policies and related Administrative Procedures. The institution meets its responsibility for clearly informing students of the expectations and consequences of academic responsibility, as well as academic and behavioral misconduct. (Standards I.C.7, I.C.8, I.C.9, I.C.14)

The team reviewed multiple documents that illustrate the institution's expectations that faculty members distinguish between personal convictions and professional accepted views within a teaching discipline. Examples are statements such as working "in a professional manner with mutual respect for individual differences" (Institutional Code of Ethics), demonstrating "cooperation and sensitivity in working with colleagues and staff" (faculty evaluation), and encouraging "individual thinking and differences of opinion" illustrate the institution's expectations of EVC faculty with respect to being fair and objective. Board Policy 2715 identifies the Board's code of conduct and consequences if violated. Policies related to student behavior are published in the 2015-16 College Catalog. In addition, evidence that demonstrates guidelines for instructor engagement with students in distance education provides clear guidelines for effective faculty to student interaction. These policies and guidelines promote the expectations of the institution and consequences for breaching them without ambiguity. (Standards I.C.7, I.C.8, I.C.9, I.C.14)

The evidence provided by EVC indicates that it demonstrates honesty and integrity with respect to communicating to the public its accreditation status. The EVC was placed on Warning in 2011 for noncompliance related to nine recommendations and Commission concerns from a 2004 accreditation visit, as well as seven recommendations and Commission concerns from the 2010 accreditation cycle. There were two Commission concerns and four District concerns within these two actions by the Commission. In 2015, the Commission notified the EVC President that the institution was removed from Probation and had corrected all of the issues associated with previous Commission actions. All of these

Commission actions were clearly communicated to the College and public via the website. EVC received approval for a Substantive Change Request which approved 21 degree and certificate programs for distance education. A review of the Accreditation webpage, communication from the Commission, and information in the 2015-16 College Catalog demonstrates that EVC is compliant with Commission requirements. The College website features an Accreditation link on the homepage, thus complying with ACCJC's "one-click requirement" that institutions provide access to accreditation information. The institution is in compliance with the Eligibility Requirements, Accreditation Standards, commission policies, guidelines, and requirements. (Standards I.C.12, I.C.13)

College Conclusion
The College meets the Standard.

EVC provides evidence that it practices integrity in its operations, the information it provides, and in its relationships with all internal and external constituencies. Board of Trustees policies and Administrative Procedures ensure a safe, collaborative, open, and productive learning environment for all of its constituencies. The College communicates its effectiveness through the use of documented student learning and achievement data, and prides itself on providing a safe, collaborative, open and productive learning environment for all its constituencies, including faculty and students through its Catalog and website information for current and future students.

College Recommendations for Improvement and Compliance

College Recommendation 3 (Improvement)
In order to increase effectiveness, the team recommends that the College include the All College Curriculum Committee in the process for review of Board Policies and Administrative Procedures related to instruction to ensure broad participation and ongoing integrity of the information. (Standard I.C.5)

STANDARD II

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II.A: Instructional Programs

General Observations
Evergreen Valley College offers high quality certificate, degree, transfer, career and technical education, basic skills, community education, and continuing education options that align with its mission to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens. Faculty members lead the curriculum process through the responsibility of design, review, and oversight of all new and revised courses, including means of delivery and location, new programs, and review of programs and services, to ensure that offerings are consistent with current higher education standards. Distance Education (DE) offerings undergo additional scrutiny – ensuring the quality, access, and integrity of these courses – and employ a secure log-in and password for authentication; faculty are also made aware of and accountable for proper standards of instructor-student contact and ADA compliance, although more work is necessary to ensure regular and substantive interactions in the online and hybrid environments. In an effort to best support student success, the College engages in ongoing dialogue, integrated planning efforts, and learning outcomes assessment to continually promote institutional effectiveness. Since the 2010 Self Evaluation, the College has made notable efforts to identify and assess most learning outcomes at the course and program levels, while also identifying and assessing GE/Institutional SLOs. The team notes that ongoing development and recurring cycles of learning outcomes assessment are still needed to enhance student achievement and to better support institutional planning.

Findings and Evidence
EVC offers 58 instructional programs that are consistent with its institutional mission and that are in alignment with the needs of the community. All of these programs: meet standards of rigor and quality appropriate to higher education; and culminate in student attainment of defined learning outcomes leading to the achievement of degrees, certificates, employment, and transfer to other higher education programs. To determine the fields of study in which to offer degrees, the College utilizes internal and external scans, along with employment trends as outlined in its Educational Master Plan. The College maintains that its programs and services are of high quality and appropriate to the mission through numerous processes – including systematic curriculum review, student learning outcomes review, and program review – all of which measure student learning and achievement. Course content is first reviewed by faculty with expertise in the field, as well as appropriate administrators, and is put through a robust curriculum approval process. Learning outcomes are documented in every course and program outline of record. Measurement of SLOs is made using established SLO assessment matrices for courses, programs, student services, and service areas. The faculty evaluation process also serves to reinforce the discussion of assessment and impacts instruction through formal observations on a regular basis. The quality of instructional programs is also maintained through external review that includes advisory

board input, as well as course articulation approval through the California State University and University of California systems.

The institution uses the Distance Education Committee and the All College Curriculum Committee as consultation bodies to approve courses to be taught in the Distance Education modality in an effort to increase access. Per Administrative Procedure 4105, the College authenticates or verifies that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. (Standard II.A.1, ER 9, ER 11)

All faculty ensure that the content, learning outcomes, methods of instruction and evaluation, delivery mode, and textbooks for each course meet accepted academic and professional standards and expectations. All active courses and programs undergo curriculum revision every six years, and CTE curriculum is reviewed every two years. All updates must originate with faculty and pass through a curriculum review process, resulting in approval from the All College Curriculum Committee, followed by Academic Senate and Board of Trustees. The ACCC is a shared governance committee composed of representation from campus constituent groups and academic divisions, is a subcommittee of the Academic Senate, and recommends decisions regarding curriculum.

Distance Education courses are developed to achieve the same learning outcomes as their corresponding traditional courses. These courses must adhere to the approved course outline of record. Faculty ensure this through representation on the Distance Education Committee, which oversees training and implementation of DE courses, as well as the All College Curriculum Committee, which approves courses to be offered in a DE modality. Faculty individually select how a class will meet online as part of the curriculum review process. There are policies to ensure that students are progressing in DE courses before the census date. If there is not satisfactory progress, the instructor is expected to drop the student.

Program faculty complete program review every six years, and CTE programs complete their review every two years, as a means to discuss student success and department needs. Program review includes guided questions for evaluation of program relevancy and achievement of learning outcomes as well as projected future needs for all programs at the College. The program review is divided into six main sections that must be addressed for each instructional program that includes program effectiveness and student success, curriculum, student learning outcomes and assessment, faculty and staff professional development as well as contributions to program success, budget planning and resource allocation, and future needs. Faculty review annual data during the program review process that features analyses of the program-set standard for successful course completion, student demographics, number of course section offerings, enrollment patterns, productivity, course and program student learning outcomes, faculty and staff professional development activities, fund 10 and fund 17 budget allocations, other grant or external funding sources, and planning for the future that takes into account facilities, equipment, technology, and/or supply needs. Program and discipline faculty completing program review receive verified feedback from members of the College's Institutional Effectiveness Committee, which oversees the program review process. Once the program review is complete, the Institutional Effectiveness

Committee reviews and recommends approval to the College Council and ultimately the College President. Once final approval occurs, the program reviews are posted on the College website. The campus program review process is linked to the integrated planning process, where any resource allocation requests made in program review are submitted to the College budget committee for consideration. Programs are also able to submit an Annual Update online, and CTE programs also provide feedback on changes in occupational outlook from county, state, or federal sources, as well as minutes from recent advisory board meetings. Various student services program reviews as well as accompanying SLOs were noted in areas such as Service Learning & Public Service, Disabilities Support Program (DSP), Extended Opportunity Program and Services (EOPS), Financial Aid, and Admissions & Records (A&R), along with additional peer-review feedback in certain instances. The team did not observe service area outcomes or completed program reviews for certain service areas across the College such as Academic Affairs, Administrative Services, and most instructional divisions.

Instruction is also evaluated by faculty and administration with the goal of improving content and method of instruction. During evaluation, both full-time and adjunct faculty are evaluated through a classroom observation as well as follow-up conference. Evaluated items include SLO assessment activities, results, and interventions used to improve student learning that include a Growth and Development Plan as well as Student Evaluations. (Standard II.A.2)

Evergreen Valley College has identified learning outcomes for its courses, programs, certificates, and degrees, but it has not fully assessed all of them. The College's 2016 ACCJC Annual Report indicates that 469 out of 581 courses feature ongoing assessment of learning, 51 out of 58 programs feature ongoing assessment of learning outcomes, and 21 out of 23 student and learning support activities feature ongoing assessment of learning outcomes. The institution has identified course level SLOs through course syllabi and the official course outline of record as found on CurricUNET META. Program SLOs are listed under degrees and certificates in the College Catalog as well as on the official program outline report as found on CurricUNET META. The Student Learning Outcomes Assessment Committee (SLOAC) is charged with overseeing and guiding the College process for writing as well as incorporating SLOs along with assessment across the curriculum and programs. SLOAC shapes the College's approach to assessment by providing a common assessment language through SLO Assessment Plans and standardized assessment reporting templates. Analysis of the College website, SLOAC homepage, and Program Review website revealed course assessment and program assessment matrices for most courses and programs along with faculty analyses of course level and program level learning outcome assessment results and implications as documented through program review. In general, the team observed that ongoing learning outcomes assessment is needed for the totality of courses and programs offered at EVC along with suggested assessment of the College's GE/Institutional learning outcomes as well as service area outcomes for administrative units across the College.

Sample course and program outlines of record were examined to ensure that learning outcomes were listed. In addition, faculty are aware that course SLOs from the approved

course outline of record must be included on the course syllabus for every course taught. Sample syllabi were collected to ensure that appropriate SLOs, matching up as found on CurricUNET META, were noted on each syllabus. (Standard II.A.3)

The College offers pre-collegiate courses in support of math, English, reading, and ESL. Students are assessed using the ACT Compass assessment tool for placement into English and math courses. A recent study released by ACT Compass validated the campus concern that students were under placed, sometimes by one or two levels. Therefore, the College is in the process of adopting Multiple Measures to help better place students after recent concerns of the accuracy of the COMPASS placement test. The team suggests that the College evaluate its pre-collegiate level curriculum in math and English to ensure timely and successful progression through the developmental sequence of classes. Similar to college-level classes, pre-collegiate courses are listed in the Schedule of Classes and the College Catalog as well as undergo the same level of scrutiny when approved through the All College Curriculum Committee. Course outline of records are posted in CurricUNET META, and descriptions of each course are listed in the College Catalog. The catalog clearly distinguishes pre-collegiate curriculum from college-level curriculum using a District numbering system. Courses in the English, ESL, and math programs are carefully sequenced and articulated, where department faculty address curriculum issues and other concerns at both the department and division levels. The College has also developed a limited number of online, developmental courses in math, English, and ESL. (Standard II.A.4)

Evergreen Valley College offers various Associate Degree for Transfer, Associate in Arts, Associate in Science, and Certificate of Achievement options. Courses are developed by faculty who meet the appropriate minimum qualifications and reviewed by the All College Curriculum Committee for length, breadth, depth, rigor, course sequencing, and modality. The College schedules courses in a manner that allows students to complete certificate and degree programs within a two-year period. Detailed information regarding the College's general education requirements are found both on the College Catalog and website. Courses designed for transfer must meet the requirements of four-year institutions and are also reviewed by a transfer counselor. Synthesis of learning is captured through program assessment and through external licensure where applicable. The College requires 18 units in a major or area of emphasis. The College is also compliant with federal regulations and related Commission Policies regarding its adherence to 60 semester units or equivalent as the minimum degree requirement at the associate level, although this could not be found on the District or College websites via Board Policy 4100 or Administrative Procedure 4100 nor in the Curriculum Handbook, as an up-to-date version of the latter is currently not available by the All College Curriculum Committee. The team suggests that an updated handbook be created to ensure compliance congruent with the current Program and Course Approval Handbook, available through the California Community Colleges Chancellor's Office. (Standard II.A.5, II.A.6, ER 12)

The College uses available enrollment management data such as course fill rates, waitlist population, course caps, completion sequences, time blocks, course cancellations, and modes of instruction to construct a schedule that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher

education. The Vice President of Academic Affairs meets with area deans to discuss the development of a one-year schedule. The deans then work in conjunction with faculty to schedule courses that allow students to meet the necessary course prerequisites, complete necessary major preparation gatekeeper and capstone courses as well as general education classes, and complete their program of study in a two-year period through the day, afternoon, evening, weekend, and online. The team suggests that the College create program pathways of suggested sequenced course work, to complement the existing MyWeb (WebAdvisor) student access, that are made available to assist students with planning for completion of respective degree and certificate programs. (Standard II.A.6, ER 9)

For every course taught at the College, faculty initiate and complete a course outline of record that specifies the mode of delivery. Methods of evaluation include the use of exams, rubrics, surveys, portfolios, lab activities, field work, and interdisciplinary activities involving two disciplines collaborating together. A course outline of record undergoes nine levels of scrutiny, including review from the division curriculum committee, the division dean, and the All College Curriculum Committee. Opportunities exercised by the College for creating diverse scheduling options include day, afternoon, evening, Saturday, and online classes. Recently, there has also been an interest in utilizing the flipped-classroom model in order to enhance student learning during lectures. The delivery mode is evaluated by means of student course evaluations. Collected student feedback is then used by the faculty to improve courses.

The College offers a number of collaborative opportunities for faculty, students and staff to support teaching and learning. Faculty engage in Professional Development Days that include workshops, New Adjunct Faculty Orientation, New Faculty Orientation, and Friday Academy for New Full Time Faculty. The College also hosts a Professional Development Center, established to promote campus community engagement through the exchange of best practices in educational experiences, methodologies, and support services, although evidence for the ongoing activities conducted by the center could not be found online. Another robust workgroup, the Student Success and Equity Committee (SSEC), recommends policies, processes, and service delivery strategies to increase student success through the Student Success and Support Program plan, Student Equity Plan, as well as Basic Skills Initiative. The committee disseminates effective, research-based practices that enable students to complete their educational and career goals. Three ongoing projects stemming from SSEC include Campus Tutoring as well as the Early Alert Program and the Textbooks on Reserve collection in the library. Finally, a variety of learning support services are also available to EVC students through campus programs such as the Math and Science Resource Center, DSP, EOPS, drop-in tutoring services through programs such as ENLACE, Asian/Pacific Islander Resources for Excellence (ASPIRE), and AFFIRM, and embedded tutoring, where tutors are brought into the classroom to assist students in basic skills courses.

Classes that are to be taught through an online and hybrid format require additional approval that includes discussion of best practices in teaching distance education and conducting an online class both synchronously and asynchronously. The College has developed a Distance Education Handbook, which outlines basic expectations for online and hybrid offerings. This handbook defines requirements for "effective and regular" instructor-student contact that

includes email, announcements and monitoring of discussion boards. However, a review of all fall 2016 Moodle and Canvas online as well as hybrid courses did not substantiate sufficient instructor-student, face-to-face contact within the online course environment. (Standard II.A.7)

English is the only department at the College that offers a department-wide examination via the final exam, initiated in conjunction with input from Institutional Research, which has been used successfully for 25 years to assess student mastery of writing skills at the transfer and pre-transfer levels. The department-wide final exam counts for 20% of a student's final grade in courses that include English 1A, English 1B, English 104/ESL 91, and English 330/ESL 302. The exam consists of timed essay writing, designed to match the format and scoring criteria for exams given at San José State University, the most common transfer destination for EVC students. Test prompts are chosen by a committee of English department faculty as well as ESL instructors with the aim of presenting topics that are broadly accessible. Scoring of the exams is conducted by the entire department at a single time for each level of exam, and each scoring session includes a thorough norming process to ensure consistent grading. In addition, all entering Evergreen Valley College students without completed English programs are currently assessed and placed using the ACT Compass exam, conducted through the Assessment Center. Beginning in fall 2016, the College will shift to the statewide Common Assessment Initiative and incorporate Multiple Measures for placing students into appropriate English courses. While various departmental procedures are in place to reduce test bias and enhance reliability, the team suggests that the English department consult with Institutional Research to further validate the absence of test bias when changes in test prompts are made. (Standard II.A.8)

Each course outline of record at EVC contains appropriate student learning outcomes, and most are regularly assessed. The College awards credit based on attainment of appropriate course-level learning outcomes. The awarding of credit units is consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education as evidenced by the College's approved C-ID courses, Transfer Model Curriculum, and articulated courses with four-year institutions. Courses, programs, degrees and certificates are approved by the All College Curriculum Committee, Academic Senate, and the District Board of Trustees. SLOs for individual courses link to program and GE/Institutional SLOs. The College follows federal and state guidelines for clock-to-credit-hour conversions in the award of credit, which equate a credit hour as equivalent to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week. The graduation requirement for a degree, as set by District Board Policy 4100, requires a 2.0 grade point average in subjects attempted and completion of major, general education residency and elective competency requirements set forth in Title 5 regulations. Students may also be awarded a Certificate of Achievement, where available, upon successful completion of a minimum of 12 or more semester units of degree-applicable coursework. (Standard II.A.9, ER 10)

Transfer-of-credit policies are made available to students through the College Catalog, College website, Schedule of Classes, and is supported by the Office of Admissions and Records as well as counseling. When students transfer into the College, transcripts are

evaluated to ensure that learning outcomes for transfer courses are comparable to the learning outcomes of its own courses. When students prepare to transfer to a four-year institution, courses are also evaluated for equivalency. Policies on GE requirements, CSU GE breadth requirements, IGETC, transfer to other four-year institutions, and other relevant lower division preparation are readily available for students to access. Articulation agreements between EVC and the CSU and UC systems can be found on ASSIST. The District Board Policy 4050 on Articulation, recently updated in 2016, ensures that the Chancellor (in consultation with the Academic Senate) will establish appropriate articulation of the College's educational programs with other community colleges, baccalaureate institutions and proximate high schools through its administrative procedure, which addresses how the College develops and implements articulation agreements with the UC, CSU, high schools within the District's service area, and other institutions. (Standard II.A.10, ER 10)

All 58 instructional programs at the College feature program SLOs that involve communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. While the College has identified PLOs for all its instructional programs, the team noted that in the 2016 ACCJC Annual Report, 51 out of 58 total College programs feature ongoing assessment of (program) learning outcomes. Program review is conducted every six years at the College and every two years for CTE programs, where faculty have the opportunity to reflect on student learning outcome assessment results. An Annual Update option for program review also exists online, allowing basic information about each program to be captured in a snapshot form. Analyses of various program reviews do show that faculty are genuinely making improvements to their programs as a result of SLO assessments. For example, the 2015-16 program review for Engineering noted various interventions that included modification at the lecture level as well as changes in the laboratory settings to better support student learning. The College further exposes students to diverse perspectives by promoting activities such as: "Herstory Month;" ethnic-inspired cultural events; Latina heritage activities; ASPIRE; Academic Force for Inspiration, Retention and Matriculation (AFFIRM); the Hunger Banquet; monthly literary series; and campus art shows.

The College has also identified five GE/Institutional SLOs in communication, inquiry and reasoning, information competency, social responsibility, and personal development. All courses and programs are required to map to at least one Institutional SLO. The College's Student Learning Outcomes & Assessment Committee is working to create grading rubrics for all identified GE/ILOs, utilize the rubrics, and discuss assessment results based on student performance as measured by each GE/ILO rubric each semester. From these discussions, the campus can acknowledge areas of success along with areas requiring improvement as pertaining to overall student development at the course, program, as well as institutional levels. (Standard II.A.11)

Degree programs at the College require students to complete a general education component, designed to ensure that students leave the College with knowledge, skills, and abilities that are foundational for all fields of study. The College's institutional SLOs of communication, inquiry and reasoning, information competency, social responsibility, and personal

development are replicated in its general education courses, ensuring students that are awarded degrees have sought the necessary competencies appropriate to the degree. As noted in the College Catalog and website, the five areas of focus for general education include communication and critical thinking, scientific inquiry and quantitative reasoning, arts and humanities, social and behavior sciences, lifelong learning and self-development. As a guiding principle, students are prepared to become holistic individuals with the opportunity to earn an associate degree, a critical component of the College's mission. Many general education courses are also offered through distance education, as the College also desires to provide access to students unable to attend campus classes on a regular basis, prefer independent learning, or would like to take a course at their convenience. The College's philosophy and criteria for associate degrees and general education can be found in Administrative Procedure 4025. Courses are scrutinized to meet the standards in AP 4025 by the Articulation Officer and the All College Curriculum Committee through its Technical Review. (Standard II.A.12, ER 12)

Each of the College's 58 instructional programs includes focused study in an area of inquiry or established interdisciplinary core aligned with important theories and practices within the field of study. All degrees have program level outcomes that are listed as part of the program description in the College Catalog and on the College website. Programs are required to align courses with program learning outcomes that demonstrate levels of competency students will attain. EVC utilizes a mapping system, whereby course learning outcomes are mapped to program learning outcomes, which in turn map to one of the GE/Institutional SLOs. Program learning outcomes assist in the placement and identification of content in the core courses within the programs, and all courses included in the degree are appropriate to the discipline, degree level, and common standards of higher education. In addition, each of the mapped SLOs is keyed to an expected level of competency. The review of degree and certificate requirements is done by faculty during the curriculum process to ensure appropriate level of rigor to prepare students for successful transfer and/or opportunity for employment. (Standard II.A.13)

The College makes efforts to verify and maintain currency of employment opportunities and other external factors to meet employment and other applicable standards to prepare students for external licensure and certification. For example, in the allied health fields, the nursing program incorporates the competencies of Quality and Safety Education for Nurses into the development of pedagogical and methodological classroom practices. In addition, licensure pass rates, attrition rates, and external exam results are used to refine nursing student entrance requirements as well as expectations for minimum successful course completion. Career and Technical Education (CTE) courses and programs have learning outcomes that identify specific competencies, knowledge and abilities relevant to the field, where regulatory requirements and emerging industry trends drive the review and refinement of learning outcomes. The College notes that it takes great pride in close collaborations with industry and professional organizations, where industry leaders and EVC faculty or administrators sit together on appropriate advisory boards. Meeting minutes for these industry advisory boards were examined that included Accounting, Auto, Business Information Systems, Computer Information Technology, Legal Aid, and Nursing. The College's Academic Senate delegates responsibility to CTE faculty to initiate new and

revised courses and programs, and these are reviewed by the All College Curriculum Committee. Once approved, the courses and programs are reviewed and ratified by the Academic Senate and forwarded to the President for Board approval. The College then submits the CTE curriculum to the California Community Colleges Chancellor's Office for final approval and inventory. The ISER states that the College closely follows Administrative Procedure 4102 on Career and Technical Education Programs, in which – consistent with federal regulations pertaining to financial aid eligibility – it is noted that the Chief Instructional Officer will ensure the District complies with the USDE's disclosure requirements for each of SJECCD's gainful employment programs. (Standard II.A.14)

Evergreen Valley College has established a Program Viability Review via Administrative Procedure 4021, which ensures enrolled students may complete their education in a timely manner with minimum disruption when a recommendation to discontinue or suspend a program is imminent. The process includes outcomes, lists of data to be gathered, and a delineated process for student completion. Once a program has been eliminated or modified significantly, students are notified of the change, and the College may delay the program elimination or change until all students have completed the courses or program. (Standard II.A.15)

All instructional programs are required to submit regular program reviews on a six-year cycle, and every two years for CTE programs. The program review is divided into six main sections that must be addressed for each instructional program: 1) program effectiveness and student success; 2) curriculum; 3) student learning outcomes and assessment; 4) faculty and staff professional development; 5) budget planning and resource allocation; and, 6) future needs. Faculty review annual data during the program review process that features analyses of the program-set standard for successful course completion, student demographics, number of course section offerings, enrollment patterns, productivity, course and program student learning outcomes, faculty and staff professional development activities, fund 10 and fund 17 budget allocations, other grant or external funding sources, and planning for the future that takes into account facilities, equipment, technology, and/or supply needs. Other processes employed by the College to ensure the quality and currency of all instructional programs includes regular curriculum revisions and interactions with industry and professional organizations. Most courses (including non-credit) and programs are actively engaged in the SLO assessment process, and all are mapped to one of the GE/Institutional SLOs. Courses are revised on a routine basis to ensure their curriculum meets standards set by the College and the California Community Colleges Chancellor's Office. Review by discipline faculty, the All College Curriculum Committee, Academic Senate, and Board ensure proper content and currency are regularly addressed. The District – in conjunction with Evergreen Valley College and San José City College – hosts the Workforce Institute, an enterprise business unit that offers community education and continuing education. Recent review and evaluation of both community education and continuing education programs was presented to the team. The District is encouraged to work with both colleges to sustain ongoing review and evaluation of these programs. (Standard II.A.16)

College Conclusion
The College meets Eligibility Requirements 9, 10, 11, and 12. The College does not meet the Standard, as the requirements of Standards II.A.2, II.A.3, II.A.7, and II.A.16 are not met.

<u>Recommendations for Improvement and Compliance</u>

See College Recommendation 1 (Improvement)

College Recommendation 4 (Compliance)
In order to meet the Standard, the team recommends that the College formulate and regularly assess learning outcomes and service area outcomes for all courses, programs, certificates, degrees, and service areas through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. (Standards II.A.2, II.A.3)

College Recommendation 5 (Compliance)
In order to meet the Standard, the team recommends that the College further develop and implement a policy requiring increased regular and substantive contact for Distance Education courses, and subsequently evaluate DE courses for policy compliance. (Standards II.A.2, II.A.7, II.A.16)

Standard II.B: Library and Learning Support Services

General Observations
Evergreen Valley College's library is comprised of 26,000 square-feet on the third floor of the Library/Educational Technology Center Building. The library is open 58 hours a week, including hours on Saturday. The library provides students a variety of spaces in individual or group learning experiences, including an Electronic Research Area with computers, a scanner, projector, and a document reader, and appropriate staff and Librarians are available during all the times the library is open to assist students.

Evergreen Valley College's Library materials support the educational needs of students. The Library has approximately 58,567 volumes, 48 print periodical subscriptions, 2,961 visual recordings, 767 sounds recordings and 8,810 electronic books and more than 40 periodical and reference online databases. Librarians conduct approximately 60 library instructional sessions to various classes each semester, as well as individual sessions with students at the reference desk, by phone, email or chat, and offers an online three-credit information competency course; Electronic Research and the Internet.

Evergreen Valley College's Learning Resources Center (LRC) is located on the second floor of the Educational Technology Building. The LRC houses an open computer lab, four computer classrooms, and the EVC Tutoring Center. In addition to the Library and LRC, Evergreen Valley College has other student labs across campus, including Language Arts labs, an ESL Lab, Writing Center, a Math and Science Resource Center, and Business Labs, all of which have student tutors, software programs and other technology resources available to meet students' learning needs.

Findings and Evidence
Evergreen Valley College supports student learning and achievement at all its locations and means of delivery by providing Library and learning support services and resources that are sufficient in quantity, currency, depth, and variety. Access to, and assistance with Library and learning support services and resources is appropriate in serving the educational needs of its students. Librarians are available to assist students at the reference desk, phone, email, and chat. The variety and depth of Library resources including its print and electronic books, periodical subscriptions, and online periodical and reference databases serve the research, academic and instructional needs of students and faculty. Remote access to Library resources, regardless of location, is available through the Library's proxy service, and the "LibGuide for Distance Education Students," which is embedded in all distance education course pages, provides greater access and use of Library resources. (Standard II.B.1, ER 17)

The Electronic Research Area in the Library, the Learning Resources Center, and other instructional labs provide students the resources and assistance they need to be successful in their learning and achievement. Library instructional sessions, the Library's Electronic Research and the Internet information literacy class help students become more information competent and knowledgeable consumers of information. The Tutoring Center, ESL Lab, Reading Lab, Writing Center, Math and Science Resource Center, and Business Labs all

support the educational needs of students through the resources and services they provide, and assist students and in achieving academic success. (Standard II.B.1)

The Tutoring Center provides tutoring on various subjects on a drop-in basis, Monday through Friday. To better serve students, the Tutoring Center adjusts its schedule based on student demands and the courses being taught during a semester. "Embedded tutors" are also provided in several classes as a way to provide support to students who may not access tutoring outside of class. *Night on Caffeine,* which is now in its eighth year, is a collaboration between Tutoring Services and the Library to provide extended evening hours for tutoring and workshops on information competency and citation standards during the second to last week of the semester when students are preparing for final exams and research papers. (Standard II.B.1)

Evergreen Valley College relies on the expertise of its Librarians, learning support personnel, and faculty to select and maintain materials that support student learning and assist the institution in achieving its mission. Specifically, the District's Administrative Procedure 4040 delineates that Evergreen Valley College will provide its students with educational equipment and materials that support student learning as identified in the College mission. Additionally, faculty, librarians, and learning support personnel work collaboratively through the program review, collection development, and curriculum processes, as well as individual liaison work with faculty, to provide students with the appropriate resources and services they need to aid in their learning academic achievement. (Standard II.B.2)

The Library has established Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), assesses them regularly, and uses the results of these assessments to make improvements to programs and services. Library outcomes are reviewed annually, discussed at Librarian meetings, and revised as needed. The SLOs for the Library's 3-unit library research course, Library Studies 105, are mapped to the College's Institutional Learning Outcome for Information Competency. The SLOs for Library Studies 105 are regularly assessed, reviewed and revised as needed. (Standard II.B.3)

The Library also uses student and faculty feedback and surveys, the curriculum review process, and collection of usage data, as additional means of assessing its programs and services and making improvements. In fall 2015 a Library Student Survey was conducted to assess students' satisfaction with library resources and services. The results of this survey indicated that the majority of respondents were satisfied with the library's resources and services, which the exception of Wi-Fi services and library hours. Students wanted better Wi-Fi connectivity and longer Library hours. In fall 2015, reference desk surveys were also conducted to assess reference interactions with students. The results of these surveys indicated that students were better able to use Library resources and services as a result of their interactions with librarians. (Standard II.B.3)

Regular assessments of Library orientations are also conducted by Librarians to measure learning outcomes, and each time a new or revised program or course is proposed through EVC's curriculum process an evaluation of the sufficiency and depth of current Library resources is done. (Standard II.B.3)

The Evergreen Valley College Library ensures through regular review and assessment that the contracts and agreements it has with other institutions to support its learning resources and services are adequate, reliable and effective. The Library uses Sierra by Innovative Interfaces, Inc. as its Integrated Library System. The Library is a member of the California Community Colleges Council of Chief Librarians, which provides membership and discounted subscription via the Community College Library Consortium to many online resources. The Library subscribes to services with Online Computer Library Center for cataloging and InterLibrary loan. (Standard II.B.4)

College Conclusion
The College meets the Standard and Eligibility Requirement 17.

Evergreen Valley College supports its mission, student learning and achievement, and meets the diverse needs of the institution's student populations and educational programs with adequate, sufficient, and appropriate Library and learning support resources and services. The institution's students, faculty, and staff have access to these resources and services at all locations or means of delivery. There is concern that the Library lacks sufficient oversight of day-to-day operations and other regular institutional processes, and does not have secure ongoing funding for its resources. Absence of more direct oversight and dedicated funding could potentially jeopardize the Library's ability to sustain its continued support, long term, of student learning and achievement. (Standard II.B.1, ER 17)

Evergreen Valley College has policies and procedures in place that enable it to rely on the expertise of its Librarians, learning support personnel, and faculty to select and maintain materials that student learning and assist the institution in achieving its mission. (Standard II.B.2)

Evergreen Valley College engages in systematic and ongoing evaluation of its Library and learning support services to assure their adequacy in meeting student needs and their contribution to the attainment of student learning outcomes, and uses the results of these evaluations to identify needed improvements. (Standard II.B.3)

The EVC Library assures the security, maintenance, and reliability of the Library and learning support services it provides and through regular review and evaluation, assures the adequacy, reliability, and effectiveness of the contracts and agreements it has with other institutions to support its learning resources and services. (Standard II.B.4)

College Recommendations for Improvement and Compliance
None

Standard II.C: Student Support Services

General Observations
Evergreen Valley College provides comprehensive student support programs that address the diverse needs of its student population. It clearly outlines the Steps to Success on the College website and catalog that support students from pre-enrollment services to the completion of their educational journey. Pre-college programs include: the Talent Search Program and Upward Bound; transactional programs, such as outreach, admissions, and financial aid; student success programs, such as orientation, assessment, counseling and education planning, Early Alert, and Student Intervention; Transfer & Career Center; student life programs, such as Associated Student Government, Campus Clubs, Service Learning, and Student Ambassador Program; and programs that promote safe spaces, such as EOPS/CARE, DSP, AFFIRM ASPIRE, Enlace, CalWORKs, Veterans Freedom Center, Foster Youth/Youth Empowerment Strategies for Success (YESS), Equity Plus, Outreach & Advocacy Services for Immigrant Student Success (OASISS), Southeast Asian American Student Excellence (SEAASE), and International Students.

The College provides access to students in a variety of ways that include extended hours for services to accommodate the evening student population, recognizing that the majority of students attend during the day. Approximately 5% of students at EVC are distance education students; thus, the institution provides a number of support services online. Some of the services the College provides in an online format are centralized through MyWeb Information Center, which include course registration, course adds/drops, education planning, and grades.

Student Services is engaged in a cycle of program review every three years, with annual program updates that integrate with institutional planning and resource allocation. New programs will be added to the cycle of review (e.g., YESS, Veterans, OASISS, and International Students). Learning outcomes are embedded in the review and analyses conducted during the program review cycle and are an integral part of the process completed. Additional evaluative processes occur for many of the categorical programs as required by the Chancellor's Office and external agencies.

The integrated planning process is demonstrated through the work of the Institutional Effectiveness Committee, which is focused on the integrity of the program review process. The Student Learning and Outcomes Assessment Committee focuses on the process for the development, assessment, and implementation of learning outcomes. The IEC serves as the prioritization structure for program review, and forwards items requiring resource allocation to the Budget Committee. College Council, which is chaired by the President, receives recommendation from the Budget Committee. The President then makes the final decision on resource allocations.

In keeping with its mission, the College adheres to District-adopted admission policies that specify the qualifications of students appropriate for its programs. These policies and procedures are accessible through the College Catalog (online and in print upon request), and the District website. Special admissions requirements for specific academic programs

(Nursing, Translation & Interpretation, and International Students) are also published in the catalog, program applications and departmental websites.

The District and the College have systems, policies, procedures and practices in place that allow for the maintenance of student records electronically and in hard copy. Additionally, the College appropriately safeguards the privacy and release of student records through established policies and procedures.

Findings and Evidence
Evergreen Valley College recruits and admits diverse students consistent with its mission. Through its student equity planning efforts and disaggregation of data for the access metric, the College has determined that there are three groups of students who are disproportionately underrepresented in the student population as compared to the adult population in its service area. These populations are American Indian students, White students, and individuals with disabilities. Consequently, the College has established a goal of increasing access by 5% for students who identify as White, Native Americans, individuals with disabilities, Foster Youth and Veterans by 2020. In order to achieve this goal, the College has indicated that it plans to strengthen the career and college readiness of students in their local school districts. There is evidence of this effort through the Early Admission Program, Student Ambassador Program and Days at the Green events. The College recognizes that, although the majority of students attend during the day, the need exists for access to services for distance education students and evening students through online access, and extended hours. It will be important for the College to assess the needs of evening students through the planned survey to ensure they are provided with equitable access on site and online. (Standard II.C.3, ER 15)

The College utilizes a variety of methods to assess these diverse student needs through a student success and equity lens. Student needs are determined through data derived from the evaluation of Strategic Initiatives, SLOs, Program Reviews, Student Success and Support Program (SSSP), and Student Equity Plan (SEP). More specifically, the development of the SSSP and Student Equity Plan addresses student achievement gaps. In particular, College data on student participation in core SSSP services (assessment, orientation, and education planning from 2010 through 2013) outlined the need to significantly increase the number of new students who participate in orientation (i.e., 6% average from fall 2010 to fall 2013). However, data provided for 2014-15 and 2015-16 indicate that there have been significant efforts to increase student participation in core services, with an overall increase of 23% and a 30% increase in student participation in orientation (2,535 students participated in 2015-16). Evidence of dialogue is provided in the two-part spring 2016 workshop, entitled *Blueprint for Student Equity and Success,* designed to evaluate and integrate the goals of EVC's student-equity-based programs to the goals outlined in the College's SSSP and Student Equity Plan. Components of these workshops were also used in EVC's Professional Development Day in August 2016. The Student Success Advisory Committee, a representative committee, has posted minutes that confirm dialogue is occurring regarding student equity and achievement. Part of the committee charge is the intentional integration of key plans – SSSP, Student Equity, and Basic Skills – and has renewed its commitment with the current guidance from the California Community College Chancellor's Office for colleges to focus on integration of these plans during 2016-17. To this end, the College

recognizes the need to improve communication and integration of interventions in a more intentional approach through the Quality Focus Essay. (Standards II.C.3, II.C.5)

The College provides co-curricular programs and athletic programs suited to the institution's mission. Athletic programs (soccer programs for men and women) are provided in accordance with Board Policy 5700 and standards set forth by the California Community College Athletics Association (CCCAA). There is evidence that coaching staff undergo appropriate training by participation in a General Training Course and student eligibility is verified by staff in the Admissions office in collaboration with the Dean of Social Science, Humanities, Arts & Physical Education (SSHAPE). The Dean of Kinesiology and Athletics at San José City College has overall District responsibility for coordination of athletic programs at both colleges and works closely with the Dean of SSHAPE at Evergreen Valley College. A variety of co-curricular programs are provided to students in line with the College mission of providing equity, opportunity, and social justice to students. Currently, EVC has 14 clubs in existence, as well as additional clubs in the queue to be chartered. The Associated Student Government sponsors many events designed to increase student engagement and school spirit. Some of these events include the monthly Food Truck Mondays, diversity celebrations, Title IX forums, and Sexual Assault Awareness Month. The College also provides several other programs designed to enhance student life that includes student clubs (e.g. the Society for the Advancement of Chicano and Native Americans in Science [SACNAS]), service learning opportunities, and a Student Ambassador Program. Evergreen Valley College has currently hired a Director of Student Development and Activities who is working with the Associated Student Government to increase student engagement and partnerships with the College community (e.g., bookstore, cafeteria). (Standards II.C.1, II.C.2, II.C.4, ER 15)

Additionally, there is evidence that the College provides a wide array of services designed to support students throughout their educational journey. Pre-college programs include the Talent Search Program and Upward Bound; transactional programs include outreach, admissions, and financial aid; student success programs include orientation, assessment, counseling and education planning, Early Alert and Student Intervention, and Transfer & Career Center; student life programs include the Associated Student Government, Campus Clubs, Service Learning, and Student Ambassador Program; and programs that promote safe spaces include EOPS/CARE, DSP, AFFIRM ASPIRE, Enlace, CalWORKs, Veterans Freedom Center, Foster Youth/YESS, Equity Plus, OASISS, and International Students. Additionally, the Associated Student Government identified transportation as a barrier to student access to campus, and worked with the College to implement the Valley Transportation Authority Eco Program, which allows students who enroll in more than 6 units, a transportation pass for $9 a semester; and if taking less than 5 units, the cost is $4.50. The retail value of this pass is $700, thus significantly removing both a financial and transportation barrier for students. (Standard II.C.6)

The College provides appropriate counseling and advising services that begins with the pre-enrollment activities at the local high school district and mandated support as outlined in many state mandated programs (e.g., SSSP, EOPS, DSP). Counselors are available to work with students through individual appointments or in a group session. Counseling services are

available through an email format, but the College is planning to pilot the use of technology this fall 2016 to increase student access, through the Cranium Cafe online counseling tool. Additionally, EVC is working with Fervian Productions to develop the online orientation, which they note will include learning outcomes, and information will be tracked through Canvas. There is evidence of activities designed to support continuing students with their educational plans through the "Know Your Next Steps to Success" event prior to the start of the semester. The event is focused on providing academic counseling to students in preparation of the next term's registration period. Counselors are provided with opportunities to participate in professional development activities to ensure currency and new counselors are paired with a mentor to assist in navigating the campus processes. Specialized programs such as EOPS, and DSP require additional counseling sessions as part of program requirements. (Standard II.C.5)

The College demonstrates a commitment to providing comprehensive and equitable access to all students. In fall 2015, EVC transitioned to the Chancellor's Office Open CCCApply online application tool. They note that approximately 80% of students are currently using the online application, while 20% continue to submit a paper application. Recognizing that the College has thoughtfully grown its online/hybrid course offerings to 102 sections in 2014-15, data reflect that 5% of students at EVC are distance education students. The data provided indicate that over the past five years, there is a difference in student success rates between distance education courses and face to face courses. The difference in student success ranges from 6% to 10% lower for distance education courses in comparison with face-to-face courses. Recognizing the importance of providing comparable online student support services, the College provides online services through the MyWeb portal, such as course registration, class schedule, grades, education planning, degree progress, and unofficial transcripts. The website also provides tools to assist students with the navigation of the site in English, Spanish and Vietnamese. Additional online services include access to tutoring through the San José Public Library, student success workshops, bookstore services, and library services. Embedded in some of these services is the ability to engage in a live chat with a research librarian and a student help desk for limited English speakers (MyWeb Assistance Center). The College is in the process of adding more online services, such as an online orientation, online transcript ordering option, and student counseling appointment scheduling through the "SARS Anywhere" scheduling system. Evergreen Valley College has indicated that, in an effort to better determine the needs of evening and DE students, it will be launching a survey seeking student feedback. (Standards II.C.3, II.C.6, II.C.7, ER 16)

As part of a continuous improvement approach, there is evidence that the College engages in a comprehensive program review process every three years (admissions/records, counseling, DSP, EOPS/CARE, Outreach, financial aid). From 2013-14 through 2015-16, approximately 12 programs were scheduled to be evaluated as part of the three-year cycle of review. There is also evidence that EVC completed the program review process for all programs in accordance with their published cycle, with the exception of two programs. New programs will be added to the program review cycle to include YESS (Foster Youth) program, Veterans (Freedom Center), OASISS, and International Programs. Student Services units with an instructional component are required to complete the template for instructional programs. As part of the program review process, the templates include sections that require

the writer to identify how the service area is addressing the College mission and strategic initiatives, and using results from learning outcomes to make program improvements. Given the number of new administrative staff in the Student Affairs Division, it will be important for Evergreen Valley College to reinforce the integrated planning process and how the categorical programs (SSSP, Student Equity, and Basic Skills) complement the achievement of divisional and institutional goals. Of particular importance is the connection between the program review process, resource allocation and final decision-making. The new Vice President of Student Affairs has a scheduled division retreat in October, at which time these areas will be addressed. (Standards II.C.1, II.C.2, ER 15)

There is evidence that the College adheres to District-adopted admission policies, consistent with its mission, that specify the qualifications of students appropriate for its programs. Board Policy/Procedure 5010 (Admissions) and Procedure 5011 (Admission and Concurrent Enrollment of High School and Other Young Student) were updated in 2016 and are accessible through the College Catalog (online and in print, upon request) and on the District website (under "Board of Trustees"). Specialized programs in Nursing, Translation & Interpretation and International Students have their admission requirements clearly stated on the program website, and published catalog. There is evidence that EVC provides students with information about various pathways that begin with pre-enrollment programs at the local high school district through the Early Admission Program, Upward Bound, and mapping of enrollment steps on the College website. Students who have not declared a major are invited to the *Next Steps to Success* event that allows them to identify educational goals through a student education plan (abbreviated and/or comprehensive). Pathway information for all degrees and certificates to include ADTs, and transfer requirements for UC and CSU are provided through program sheets in the counseling department, counseling appointments and workshops, Transfer & Career Center, and the College Catalog. It will be important for the College to consider adding information on student pathways for degrees and certificates within the education planning portal. Additionally, the College is negotiating a College and Career Access Pathways Partnership Agreement with local high schools that will allow EVC to offer courses at the local high schools as part of the dual enrollment agreement. (Standard II.C.6, ER 16)

The College utilizes ACT Compass as its approved testing instrument for Reading, Writing, Math and ESL Listening and Reading Tests, as well as a faculty-developed set of prompts as a writing assessment for ESL students. Recognizing that the Compass assessment instrument will be discontinued in fall 2016, and given the delay in the availability of the Common Assessment Initiative (CAI) CCCAssess online assessment tools, the College plans to utilize reserve units of Compass to complete spring 2017 registration. As participants of the CAI and Multiple Measures Assessment Pilot (MMAP), EVC has utilized data to further validate the use of self-reported high school grade point average as part of the use of multiple measures for student placement. Consequently, the College will be using GPAs in determining student placement, along with existing multiple measures (i.e., high school transcripts, transcripts from other colleges, AP scores, SAT scores, course challenge process, and TOFEL). (Standard II.C.7)

The College has taken steps to ensure the security of student records (electronic and hard copy). Electronic records are secured with provisions for backup at a remote location (District Office). However, it will be important for EVC to develop and implement a plan to further safeguard hard copy student records maintained at EVC, to include the fireproofing of existing storage spaces, and solutions to preserve historical hard copy records. With regard to safeguarding of students' privacy and release of records, there is evidence that policies and procedures are in place that provide for such protection (BP/AP 5040, recently reviewed in 2016). Additionally, the College Catalog and website provide information regarding FERPA guidelines and privacy of student records. (Standard II.C.8)

College Conclusion
The College meets the Standard and Eligibility Requirements 15 and 16.

As part of a continuous improvement approach, there is evidence that Evergreen Valley College engages in a program review process for several programs; however, it will be important for the College to review the consistency of program review as some programs have not engaged in a program review outlined in the 2013-23 Program Review Schedule.

In an effort to identify the diverse student learning support needs, the College utilizes a variety of methods to assess these needs through a student success and equity lens. The division identifies student needs through data derived from the evaluation of Strategic Initiatives, SLOs, departmental surveys, Program Reviews, SSSP, and Student Equity Plan.

The College provides athletic and co-curricular programs designed to foster equity, opportunity and social justice as outlined in the institution's mission statement, and recognizes the importance of bolstering student engagement through the recent hiring of a new director of student activities.

The College has systems, policies, procedures and practices in place to ensure the secure maintenance, destruction, and release of student records.

College Recommendations for Improvement and Compliance

See College Recommendation 1 (Improvement)

College Recommendation 6 (Improvement)
In order to increase effectiveness, the team recommends that the College develop and implement a plan to further safeguard hard copies of student records by maintaining fireproof storage areas and preserving historical files. (Standard II.C.8)

STANDARD III

RESOURCES

Standard III.A: Human Resources

General Observations
The San José-Evergreen Community College District has Board Policies and Administrative Procedures in recruitment and hiring to ensure that its personnel are qualified by their education, training, and experience to serve in the positions for which they are hired to serve. Human resources functions, such as recruitment, are centralized at the District Office, with hiring responsibilities done at the college level. All faculty and administrators possess the minimum qualification necessary for appointment, with all degrees held by accredited institutions, or recognized by equivalency. Personnel records are kept in secure locations at the District Office and in the Office of Academic Affairs at the College, and the Board does an annual assessment of District hiring practices in order to addresses issues of diversity and equity. The Board has also established policies on professional ethics, and the College approved its own five-principle code of ethics on October 4, 2011.

The District has processes for employee evaluation outlined in their board policies and procedures, and stated intervals when employees are to be evaluated. Academic administrators and faculty also have as part of their evaluation, a review of how well they use student learning outcomes to improve student learning and teaching within the classroom. The College maintains sufficient faculty, staff, and administrators to meet their mission and objectives, and it provides necessary orientation, oversight, and professional development opportunities for faculty, staff, and administrators. They also perform a regular assessment of their professional development activities in order to make needed improvements and changes.

Findings and Evidence
Evergreen Valley College follows District policies and procedures for recruiting and hiring, which are aligned with state requirements for personnel selection. Positions are filled based upon the program and service needs of the College consistent with its mission. Faculty applicants must meet minimum qualifications, or have approved equivalencies, related to subject matter knowledge and degree attainment in order to be considered for hire. The College also requires faculty candidates to provide sample lessons to demonstrate their subject matter knowledge, organization, and presentation ability. EVC provides personnel screening orientation for participants in the various hiring processes, and its orientation manual was last updated in August 2015. Job announcements also indicate that faculty are required to develop and review curriculum, as well as assess student learning. (Standards III.A.1, III.A.2)

The College also follows state requirements and Board Policies for the selection of administrators and staff responsible for educational programs and services. For these positions, there are job descriptions that state the respective key duties and responsibilities, including responsibility for leadership and direction over institutional effectiveness,

academic quality, and student success goals. Degrees held by faculty, administrators, and staff, are reviewed by human resources staff who confirm that degrees are from institutions recognized by U.S. accrediting agencies. The District also has a process for faculty positions to determine the appropriate equivalency for course work completed. The College requires that degrees from non-U.S. institutions are evaluated by a professional evaluation service, but it reserves the right to not grant equivalency. (Standards III.A.3, III.A.4)

Evergreen Valley College has defined policies for employee evaluations that, for academic faculty and administrators, include the assessment of student learning outcomes. Evaluations for tenure track faculty are required to be done over a four-year basis, with tenured faculty evaluated every three years. Administrators are to receive evaluations annually, with a comprehensive evaluation every three years. Classified staff is to receive an annual evaluation based on the date of their hire. Academic faculty and administrators are required to have as part of their evaluation, a review of how their assessment of learning outcomes has led to improvement in teaching and learning. (Standards III.A.5, III.A.6)

Information provided during the visit indicates that SJECCD has met its full time faculty obligation since fall 2010 and they have been in compliance with the 50% law. It was also indicated that, as a result of a multi-year strategic planning process, the College has implemented a three-phase staffing reorganization plan (released on May 27, 2014). The plan includes the hiring of additional personnel (faculty, classified staff, and administrators) to meet the mission and vision of the District and College, and to improve student success. With the implementation of this reorganization plan, EVC employs a sufficient number of qualified faculty to maintain the quality of their educational programs and services in order to meet the College's mission and goals. It also employs sufficient staff, and administrators to support the educational, technological, physical, and administrative operations of the institution. (Standards III.A.7, III.A.9, III.A.10, ER 8, ER 14)

The collective bargaining agreement for the American Federation of Teachers - Chapter 6157, as well as District hiring policies, outlines the requirements for adjunct orientation, oversight, evaluation, and professional development. These parameters include: requiring adjunct faculty to attend a paid orientation session; having the College provide necessary oversight through a Division Dean; providing a comprehensive evaluation process – consisting of administrative, peer, and student evaluation, along with a classroom observation – for adjunct faculty; and providing professional development opportunities through formal and informal professional development days. Adjuncts are also encouraged to serve on numerous College committees, and to participate on the EVC Accreditation team. (Standard III.A.8)

Board Policy 7120 promotes the recruitment of personnel from diverse backgrounds, and specifies that employees shall be allowed to work in an inclusive, non-discriminatory environment. This is also emphasized in Board Policies 3240 (Equal Employment Opportunity), 3410 (Non-Discrimination), and 7100 (Diversity). Board Policy 3410 also outlines the process for how personnel can address complaints if they feel they have been treated unfairly. EVC's 2015-16 College Catalog (pages 2-3) includes statements on nondiscrimination, ethics, and civility. The District also has its Equal Employment

Opportunity and Diversity plan posted on the SJECCD website. This plan was approved by the Governing Board on December 10, 2013. The District also provides professional development training focused on its personnel policies and procedures. This information is available for review on the District website. (Standards III.A.11, III.A.12, III.A.13)

Evergreen Valley College adheres to a clearly defined code of professional ethics that includes consequences for violation. A number of Board Policies compliment the code of ethics and address topics of non-discrimination, consensual relationships, drug-free environment, nepotism, political activity, and whistleblower protection. The institution investigates any suspected violations and takes the appropriate action. (Standard III.A.13)

The College has planned for the continued professional development needs of its employees through the creation of a Professional Development Center, which provides training relative to the pedagogical, technological, and learning needs of its employees. The Center hosts workshops, webinars, and lectures, as well as Professional Development Days for employees. Survey instruments are provided after the completion of professional development sessions, to assess the training provided in order to make improvements, as needed. (Standard III.A.14)

EVC's personnel files are required to be kept in locked file rooms at the District, with adjunct personal records kept in a secure location at the College. Employees may access and view their files in the presence of human resources staff. (Standard III.A.15)

College Conclusion
The College meets the Standard.

College Recommendations for Improvement and Compliance
None

Standard III.B: Physical Resources

General Observations
Evergreen Valley College, located at 3095 Yerba Buena Road in San José, is comprised of 731,579 gross square feet. Additional District facilities are located: in San José; at San José City College; and at a College Extension, operated in conjunction with Milpitas Unified School District and under construction at the time of the team visit. The physical resources are managed and maintained by several entities within the District, including Facilities and Planning, Maintenance and Operations, Risk Management, Police Services, College Custodial Services, and College Grounds. Additional specialty support services are provided by outside local vendors.

The campus infrastructure includes fourteen buildings, plus three maintenance buildings, athletic facilities (including a soccer field, tennis courts, and softball field), and thirteen parking lots. Two new additional instructional buildings opened in fall 2016.

The District and College have benefitted from three capital construction bonds approved by voters within the service area. These bonds were approved in 1998, 2004, and 2010. In July 2016, the Board voted unanimously to place Measure X – a $748 million bond – on the ballot for November 8, 2016.

Findings and Evidence
The District and College work together to provide adequate safety and sufficiency of physical resources. Roles and responsibilities are presented in the District functional map and are outlined in Board Policies and Administrative Procedures 3501 and 6520. In interviews with District and College personnel, the work relationships between SJECCD and EVC were confirmed. The District has primary responsibility for implementation and oversight for all existing facilities, new construction, facilities maintenance, and public safety. The College oversees custodial and grounds maintenance. District staff maintains the plumbing systems, HVAC, access controls, door operations, carpentry, and painting. Various services such as inspection and maintenance of elevators, fire alarm monitoring, fire extinguisher and sprinkler inspections, trash and hazardous waste removal are contracted with private firms.

The District operates its own Peace Officer Standards and Training (POST) certified police department, which serves both campuses but whose facility is based at Evergreen Valley College. District police manage and maintain incident reports and crime reporting. The District recently established a Safety and Facilities Committee to discuss and coordinate issues with the College. The visit team met with the committee and substantiated positive work and improvements by the campus in facilities aspects. Access control, video cameras, emergency enunciators, classroom phones, and outdoor emergency phones were observed on the campus. The Campus Safety and Facilities Committee members cited additional planned measures pertaining to security and safety, lighting, landscaping and way-finding, and upgrades to door locks. The visit team was very impressed with the continuous improvement efforts and commitment put forward by the Campus Safety and Facilities Committee and the District Police Department regarding security and safety measures at the College.

Coordination between the College and District monitors and adjusts plans to keep total space constructed within State capacity guidelines. Parking areas on campus are reviewed for condition and accessibility on a regular basis. The District maintains a facilities work order control system for EVC staff to report maintenance issues, and utilizes the FUSION database to maintain space allocations for buildings and exterior spaces. An ergonomic inspection process for employee workstations has been developed. (Standard III.B.1)

The District and College have planned, built, maintained, and upgraded physical resources, ensuring that utilization and quality of those resources support instructional programs and services. The District and College worked to update its Educational Master Plan and related Facilities Master Plan in 2015, and the visit team confirmed that campus participation in development of these reports was broad. The College and District comply with State requirements to update the 5-year facilities plans, annual instructional equipment and scheduled maintenance plans, and special repairs and space inventory updates on a regular basis. Over the last two decades, facilities improvements have commenced or been completed through construction bond measures, state matching funds, scheduled maintenance funds, and one-time grants.

The visit team saw first-hand many of the recent facilities improvements to the campus. The passage of bond measures in 2004 and 2010 allocated almost $211 million to the College. Proposition 39 funding has also led to replacement lighting and improved energy efficiency at the campus. The team observed that lighting was adequate. The campus was well-lighted during the evening hours, and vegetation around the campus was trimmed sufficiently to reduce safety vulnerabilities. There was discussion by some College staff during the visit about 27 acres of land adjacent to the campus, but this was outside of the accreditation standards. In addition, the visit team substantiated comments in the ISER that the staffing levels for the maintenance and operations department has been a concern of the institution. This is an issue the College identified as an improvement measure in its Self Evaluation Report. (Standard III.B.2)

The College has mechanisms in place to evaluate the effectiveness of its facilities and equipment on a regular basis. These take the form of facilities master planning, routine updates of condition deficiencies into the State Chancellor's Office data base (FUSION), and annual updates of the five-year construction plan. Through visit team interviews, it was confirmed that the annual planning and assessment of facilities and equipment are performed at the division and program level through annual and comprehensive program review processes. Through comprehensive and annual program reviews, programs are able to identify program needs related to renovation, upgrades, maintenance, and improved equipment and facilities. (Standard III.B.3)

Evergreen Valley College has developed a Facilities Master Plan, which includes a complete physical analysis of the condition of existing facilities. The visit team verified that the plan was developed with constituency input. The plan identified renovation costing estimates based on existing utilization. The District calculates the total cost of ownership for facilities at $7.11 per square foot of physical space. SJECCD has worked to strengthen its long-range capital planning to ensure that projections include the total cost of ownership for new

facilities and equipment. The College is working to address total cost of ownership by working with the District to find and implement ways of increasing efficiencies in the use of utilities. The development of capital improvement plans includes all components of overall costs of ownership. (Standard III.B.4)

College Conclusion
The College meets the Standard.

<u>College Recommendations for Improvement and Compliance</u>
None

District Conclusion
The team commends the efforts of the District Police Services, in conjunction with the College's Safety and Facilities Committee, for making positive improvements related to campus safety, security, and emergency preparedness.

<u>District Recommendations for Improvement and Compliance</u>
None

Standard III.C: Technology Resources

General Observations
Technology services are provided by two units: SJECCD Information Technology Services and Support (ITSS) and College Technology Support and Services (CTSS). ITSS reports to the Vice Chancellor of Information Technology and is responsible for hardware and software technologies to support district-wide operational functions, academic programs, teaching and learning, and support services. CTSS, led by the Vice President of Administrative Services and the CTSS Supervisor, is responsible for: ensuring that EVC users can utilize district-wide and college IT resources; and supporting local technology resources for the College.

The new District data center houses multiple applications and pieces of equipment, including the Enterprise Resource Planning (ERP) system, Ellucian Colleague environments, Exchange email, CROA reporting services, SharePoint websites, library servers, file servers, tape backup systems, and networking equipment. The new main distribution facility (MDF) at Evergreen Valley College will serve as a disaster recovery site for the ERP system.

Findings and Evidence
The District and the College provide appropriate and adequate technology facilities, services, equipment, and software to meet the institution's teaching and learning, operational, and support services objectives. This was validated by faculty, staff, and students, from whom the team received input. The 2012-17 District Strategic Information Technology Plan has provided a framework for technology support at the College, and the capital bond program has provided financial resources to construct a new data center at the District Office and a main distribution facility at the campus. In concert with the campus Educational Master Plan, EVC has made improvements in technology planning, support, equipment purchases, enhanced bandwidth, and augmented distance education programs. Hardware and software maintained by SJECCD – together with infrastructure, resources, and services provided by the College – appear to meet the needs of the institution. This is supported by a recent Campus Technology Committee (CTC) survey, the results of which indicated that clear processes are in place to identify and assess technology needs at EVC. (Standard III.C.1)

Evergreen Valley College and SJECCD effectively plan for the maintenance and enhancement of technology for students and personnel. EVC plans for, updates, and replaces technology to ensure its infrastructure, quality, and capacity support the institution's mission, operations, and services. Faculty and staff are provided with a replacement desktop every four years, as funded through Measure G. Appropriate systems are in place for emergency backup, and planning occurs to meet ongoing technology needs. Forty technology improvements were included in the 2012 District Strategic Information Technology Plan. In 2014, the number of improvements was updated to 54; that figure increased to 68 by 2016. More than 90% of these initiatives were either completed or in progress at the writing of the ISER. The campus is acknowledged for its steady and deliberate efforts in continuous planning and addressing these technology improvements. In addition, campus funds are designated annually for technology replacement needs, and bond funding has been allocated for major infrastructure projects. Technology planning is fully integrated into EVC's processes. Direction for all technology decisions comes from the Educational Master Plan

and the Technology Plan. Technology appropriateness and program impact are included in the Annual Program Plan, Comprehensive Program Review, Administrative Leadership, and Unit Review processes. (Standard III.C.2)

Technology resources are used district-wide to support courses, programs, and services at various and all locations. ITSS and CTSS work jointly to ensure reliable access, safety and security for technology assets and resources. The College uses multiple guiding principles and standards in its Technology Plan to determine instructional lab resources. The four-year replacement cycle for faculty and staff computers ensures continuity of technology equipment at the campus. The District and College have established standards for technology purchases and for anti-virus software and processes to prevent viruses. Redundant network and infrastructure guidelines help ensure accessibility of technology resources to students, faculty, staff, and administrators. Cloud services have also been established to support business continuity in the event of a disaster or system failure. Police Services is responsible for emergency response notifications, and the campus is working on tying its radio dispatch system with a new digital system tied to the county. (Standard III.C.3)

The College provides training on the use of technologies through various mechanisms, including PDD, on-site workshops (both scheduled and on request), and via directions provided on MyWeb, Moodle, and the District help website. Faculty and staff interviewed confirmed that training was adequate. EVC provides students and personnel with quality training, support, and professional development in the effective application of information technology. A recently-built lab facilitates on-site and remote training. The District contracted with CampusWorks to perform a series of business process reviews and improvement plans, and to support the effective use of Ellucian Colleague around programs, services, and operations. EVC has an active advisory committee, comprised of community and business partners, that identifies technology needs of students entering the workforce. The ITSS help desk offers technical support to students and personnel at all locations. It also provides ongoing training on a variety of desktop applications. Training is provided to faculty on the use of Moodle and Canvas, and the campus has a distance education support system for current and new students taking online classes. The professional development and training related to technology at the institution meets the Standard. (Standard III.C.4)

The team confirmed that policies and procedures are in place to provide appropriate guidance on technology use in teaching and learning processes. The District policies and procedures on computer and network use were updated last year, and the EMP includes technology use guidelines. An agreement exists that governs the use of email, computer systems, and college networks. The team observed that classrooms are technology and Wi-Fi enabled, and the College has a distance education platform that delivers online and hybrid class sections, as well as face-to-face instruction. (Standard III.C.5)

College Conclusion
The College meets the Standard.

College Recommendations for Improvement and Compliance
None

Standard III.D: Financial Resources

General Observations
San José-Evergreen Community College District and Evergreen Valley College are dedicated to ensuring that fiscal resources are available to support, sustain, and improve student learning programs and services while ensuring on-going fiscal stability. Additionally, the Board of Trustees has established policies for fiscal oversight and direction, and has delegated authority to the Chancellor to create administrative procedures and hire management and staff to implement board directives and financial policies.

As a basic aid district, SJECCD and EVC have sufficient local resources to support operational needs. External audits of financial processes and management have been clean, with no material weaknesses cited. College plans are used to ensure that appropriate resources are available to support the success of student services and instructional programs.

The Educational and Facilities Master Plans are comprehensive, and the program review process is aligned with EVC's planning and resource allocation efforts. Exemplary practices include open hearings for budget prioritization as well as integration of master plan priorities and resource allocation requests in the program review template. Although primary responsibility of budget development remains with SJECCD's Vice Chancellor of Administrative Services and the District Council, the College plays an important role of ensuring that the budget allocations are directly linked to the institutional planning process and that financial resources are spent on agreed goals and priorities.

Findings and Evidence
SJECCD has sufficient cash flow and has maintained adequate financial reserves to ensure financial stability for the College and District. Based on figures cited in the College's ISER and validated via the State Chancellor's Office Fiscal Services Web Portal, the District's percentage of reserve balances for combined general funds over the last five years – 10.70% (2010-11), 12.30% (2011-12), 15.10% (2012-13), 16.20% (2013-14), and 12.90% (2014-15) – were well above the minimum 5% reserve recommended by the state. Per the SJECCD 2016-17 Adopted Budget Report (dated September 13, 2016), the District finished 2015-16 with an unaudited ending balance of $16,436,035 (15.9% of expenditures). The same Adopted Budget Report indicates that SJECCD's 2016-17 ending fund balance is projected to be $15,932,730 (14.8% of expenditures), which is sufficient to address any unforeseen emergencies.

At the District and College, integrated planning occurs to determine how resources should be allocated to meet program and service needs and meet the respective missions of SJECCD and EVC. The District allocation formula ensures that all cost increases to EVC (i.e., statutory benefits, and step and column adjustments) are included in the initial college allocation. As additional tax revenues materialize, the College can receive funds to expand and enhance programs and services, as well as meet needs identified in the program review process. This process provides EVC with the resources necessary to support and sustain student learning programs and services. (Standards III.D.1, III.D.9, ER 18)

The College uses its EMP as the integrated planning document that helps determine how its resources are to be allocated. This plan focuses on institutional change, assessment of community needs, and improvements to EVC programs and services. The EMP drives other College plans, such as the Strategic Plan, the Technology Plan, and the Facilities Master Plan. Other plans – such as the SSSP, Equity, and Basic Skills Plans – are also impacted by the EMP. This plan was created with input from the various participatory governance groups, and the current plan was just approved by the Governing Board in fall 2015.

Based on annual audit reports, EVC employs financial practices that are sound and – through the College Budget Committee, College Council, and the College President – financial information is shared with the campus community. The College financial system provides access control to users consistent with their security level and budget responsibilities, and budget managers have the ability to access the financial system to get real-time reports and information to assist with budget management. (Standards III.D.2, III.D.5)

The District has a defined resource allocation and planning process, which begins with a budget study session by the Board of Trustees in February of each year. Budget principles for the colleges are discussed and agreed upon at this meeting, as well as projected tax revenue and expenditures. Additional resources are made available after addressing the principles of the Board and the base needs of the colleges. District and College Budget Committees – which are comprised of administrators, faculty, and staff – discuss the allocation of resources based on the SJECCD and EVC plans, and resource allocation recommendations approved at the College. Minutes from these committee meetings and budget information is made available on the District and College websites, and budget reports are provided to constituents throughout the fiscal year. Financial plans reflect the projected tax revenues of SJECCD, as well as the projected expenditures for the College. (Standards III.D.3, III.D.4)

Evergreen Valley College uses the Colleague financial system, which provides credible and accurate financial documents for budget reporting and fiscal management. The past three annual audits reflect no material weaknesses in the financial or internal control systems for the College, and provide an annual assessment of the accuracy and effectiveness of the institution's financial management practices. Prior year audit findings from June 30, 2015, were related to the District – not College functions – and were responded to timely. Resource allocations for programs are based upon established budget priorities of the District and College, reflect all projected costs for the year, and reflect the appropriate use of resources to support student learning programs and services. Additional resources are provided to EVC if there are increases in property tax receipts. (Standards III.D.6, III.D.7, III.D.8)

The annual College audit reviews all programs and services, which include all special fund programs such as financial aid, grants, contracts, the Foundation, and the Associated Student Government. Special fund programs also go through additional monitoring from state and federal grantors to ensure compliance with program rules and guidelines. No findings have been made to indicate mismanagement of these resources. Contractual agreements are subject to review and signature at EVC, prior to review and approval by the Board. Final approval is based on the agreements meeting the mission and goals of the institution (i.e. instructional

agreements for nursing and medical assisting programs), and state public contract code requirements. Investments are made pursuant to applicable Board Policies and review. In addressing long term obligations and needs of the College, SJECCD has taken out general obligation bonds for capital improvements as well as other post-employment benefits (OPEB). The District oversees an OPEB Trust fund with assets ($48,049,215), which are in excess of its actuarial liability of $41,005,934 (as of June 30, 2015), and the District funds EVC's retirement liabilities for STRS and PERS annually as part of the resource allocation process. (Standards III.D.10, III.D.11, III.D.12, III.D.16)

The College has no local debt instruments (i.e., Tax and Revenue Anticipation Notes), and no short or long term debt instruments such as bonds or Certificates of Participation. Auxiliary resources, such as the EVC Bookstore and cafeteria are operated pursuant to negotiated contracts with outside vendors, and the Associated Student Government and Foundation are managed through EVC or foundation staff. According to the annual audit, there have been no negative findings or recommendations concerning the operation of these programs and services. (Standards III.D.13, III.D.14)

EVC's Financial Aid office monitors the receipt and distribution of Title IV federal financial aid and the default rates of the student loans that it approves. Students are provided entrance and loan counseling prior to receipt of funds to ensure that borrowers understand the rights and responsibilities for this debt. Default rates for the past three reporting terms is within federal guidelines. (Standard III.D.15)

College Conclusion
The College meets the Standard.

College Recommendations for Improvement and Compliance

College Recommendation 7 (Improvement)
In order to increase effectiveness, the team recommends that the College formalize its assessment of budget allocations resulting from the resource request process. (Standards III.D.1, III.D.2, III.D.3)

College Recommendation 8 (Improvement)
In order to increase effectiveness, as identified in the Quality Focus Essay, the team recommends that the College document the processes for decision-making, create a mechanism for formally communicating institutional decisions on an ongoing basis, and regularly assess the effectiveness of the process. (Standards III.D.3, III.D.4, IV.A.6, IV.A.7, IV.B.6)

District Recommendations for Improvement and Compliance

District Recommendation 2 (Improvement)
In order to increase effectiveness, the team recommends that the District complete its evaluation and revision of the current resource allocation model. (Standards III.D.1, III.D.2, III.D.3, IV.D.2, IV.D.3)

STANDARD IV

LEADERSHIP AND GOVERNANCE

Standard IV.A: Decision-Making Roles and Processes

General Observations
Evergreen Valley College has a participatory system of decision-making that allows for contributions from all College constituencies. The College President is advised by EVC's two main governance bodies: the Academic Senate and College Council, both of which are established by SJECCD policy. The membership of the College Council includes representation from students, faculty, classified staff, and administration. The College's Institutional Effectiveness Committee facilitates campus strategic planning and issues recommendations to the College Council concerning individual program reviews. The College Budget Committee and Deans Council are involved in establishing budget priorities, and the Academic Senate contributes regularly to identifying priorities for faculty hiring. The Associated Student Government allows for students to demonstrate leadership at the College.

An examination of evidence shows that EVC's standing governance committees, councils and Academic Senate contribute meaningfully to decisions that promote student success and continuous improvement. The College lists several innovations as resulting from its system of participatory governance, including a Veteran's Freedom Center and a simulation lab for nursing students. The College's Associated Student Government was successful in drastically reducing the cost of public transportation for students.

Members of the campus community expressed high satisfaction with the College's efforts to consistently include all relevant perspectives in campus decisions.

Findings and Evidence
Regarding the use of systematic participative processes to assure effective planning and implementation, the SJECCD Board revised Board Policy 2510 in March 2016; this policy establishes that the Academic Senate, staff and students will participate in the development of policies and procedures that have a significant effect on each, respectively. During the same month, the District revised Board Policy 2515 to establish the participation of recognized employee/student representative groups in policy development. In 2016, the Academic Senates of Evergreen Valley College and San José City College received Board approval for the creation of a District Academic Senate. SJECCD established an ongoing task force in 2012 to ensure a participative process in developing the District Strategic Plan. Progress on existing goals and priorities continue to be updated.

At EVC, the Institutional Effectiveness Committee appears to facilitate strategic planning at the campus. With a membership consisting of eight faculty members, three administrators, four classified professionals, and four students, the IEC's membership represents the main constituencies of the campus. In March of 2015, EVC's College Council approved the charter for the IEC, and the charter requires the IEC membership to represent all campus constituent groups. The College makes use of the program review process, professional

development days as well as the planning hierarchy to create an environment that encourages innovation. The College points to the creation of a solar array in 2012 and construction of a Veterans Freedom Center as examples of campus-based innovation. Examples of faculty innovation include a simulation lab for nursing students and use of observatory telescopes by astronomy faculty. It is unclear, however, the specific manner in which the campus planning hierarchy and program review process helped bring about these innovations. The EVC Associated Student Government is the main group where students provide innovation to the institution. The ASG has funded the extension of hours at San José State University library to compensate for the reduction in hours at the EVC Library. The ASG has also worked to make public transportation more affordable for students (Standard IV.A.1)

Evergreen Valley College relies on several SJECCD policies to ensure that administrators, faculty, and staff participate in decision-making processes. These policies also make provision for appropriate participation by students and recognized employee/student representative groups. These specific policies are Board Policy 2510 and Board Policy 2515. SJECCD Policy 2511 establishes the role of the Academic Senates in participating in the formulation of policy and procedures.

The College itself defines the process for collaborative decision-making on campus in the *Evergreen Valley College Shared Governance Decision-Making Handbook*. The handbook describes that the campus decision-making process is informed by Title V of the California Code of Regulations, which is meant to ensure faculty, staff, and students at California's community colleges have the opportunity to express opinions at the campus level. Administrators at EVC participate in decision-making at the College Council. Faculty participates in decision-making in the Academic Senate. Classified staff participates in committee meetings and can bring forth action items to the College Council. The participation of students in decision-making happens at the Associated Students Executive Board and also the campus Student Success Committee. (Standard IV.A.2)

The College Council and the Academic Senate are the two main governance groups advising the EVC President. The College Council includes representatives from all campus constituent groups, including three students, the Academic Senate President, and representatives from classified staff. Because the EVC Classified Senate is currently inactive, representatives from classified staff are appointed through the California State Employees Association (CSEA). The College Council establishes the charge and membership for campus governance committees and task forces. The IEC, College Budget Committee, and others are shown as reporting bodies to the College Council. Curriculum, SLOs, Distance Education, and Staff Development are shown as reporting bodies to the Academic Senate. EVC appears to have organized a participatory governance structure that allows administrators and faculty the ability to have a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. (Standard IV.A.3)

The District has established several policies that afford the Academic Senates the responsibility for recommendations about curriculum and student learning programs and services rights in the areas of program and curriculum development. Board Policy 2510 specifically accords Academic Senates control of program and curriculum development.

EVC's Academic Senate delegates curriculum issues to the All College Curriculum Committee. Membership in the ACCC includes two administrators as voting members and the Vice President of Academic Affairs as an ex-officio member. These members of the ACCC ensure that administrators at EVC have a responsibility for recommendations about curriculum and student learning programs and services. (Standard IV.A.4)

SJECCD Board Policy 2510 establishes that the Academic Senate, staff and students will participate in the development of policies and procedures and recognizes that these constituent groups have relevant perspectives and that decision-making at EVC needs to reflect the expertise of all constituent groups. There are three district-level committees that provide additional means for members of relevant constituent groups to participate in decision-making processes at EVC: The District Council, District Budget Committee, and a District Civility Task Force.

At the college level, EVC relies on its system of shared-governance as documented in the *Evergreen Valley College Shared Governance Decision-Making Handbook* to ensure that relevant perspectives are considered in the planning process and that the formulation of institutional policies and procedures aligns with expertise. The College Council and Academic Senate are the two main decision-making groups advising the President. Both groups provide for representation from all EVC constituencies. Although minutes from governance committees are posted regularly on the College website, these minutes do not consistently include reference to decisions. Interviews with members of the campus community indicate uncertainty about processes for decision-making as well as the communication of specific decisions to the College at large.

In the Quality Focus Essay, EVC has identified strengthening communication for a more cohesive community as one of its two main goals. The need for improved communication was identified from examining the results of a campus-wide survey. (Standards IV.A.5, IV.A.6)

The SJECCD conducts a self-evaluation at the end of each board meeting. The SJECCD District Office conducts a regular program review, although the most recent such review was conducted in 2012.

In 2012, EVC's Academic Senate started disseminating a summary of events and issues of concern to the Senate and faculty in general. This summary is sent to the entire College in May and December of each year.

The College's Institutional Effectiveness Committee is the coordinating body for planning activities at EVC. The IEC is also responsible for reviewing the effectiveness of the processes for strategic planning, program review, and accreditation. In 2015, the IEC surveyed faculty and staff on the effectiveness of program review and improved the template used for program review after examining survey results. In 2016, the IEC also completed a report on the progress made concerning the College's effectiveness in meeting its mission. This report is meant to help achieve goals set forth in the QFE.

In 2016, the IEC conducted a campus-wide survey to determine the effectiveness of campus decision-making and planning processes. The results of this survey are published in the *Evaluation of Planning Process* that is available online. This evaluation identified the need for improved campus communication as well as annual training for committee chairs to increase awareness of campus planning processes. In the QFE, the College also recognizes the need for a consistent method of evaluating shared governance and participatory decision-making in *Action Project 1: Planning-Institutional Effectiveness.* (Standard IV.A.7)

College Conclusion
The College meets the Standard.

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness while acknowledging the designated responsibilities of the governing board and the chief executive officer. The College has also demonstrated a commitment to regularly evaluating its leadership and governance processes and using the results obtained from these evaluations to make the necessary improvements. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

College Recommendations for Improvement and Compliance

See College Recommendation 8 (Improvement)

District Recommendations for Improvement and Compliance

See District Recommendation 1 (Compliance)

District Recommendation 3 (Compliance)
In order to meet the Standard, the team recommends that the District review and revise Board Policies 2511 and 4000 to eliminate the discrepancy concerning means of collegial consultation in areas of academic and professional matters. (Standard IV.A.5)

District Recommendation 4 (Improvement)
In order to increase effectiveness, the team recommends that the District establish a process to systematically evaluate District committees and use the results of that assessment as the basis for improvement. (Standards IV.A.7, IV.D.7)

Standard IV.B: Chief Executive Officer

General Observations
The President provides leadership in matters of institutional quality and effectiveness, research, accreditation, administrative structure and evaluations. The delegation of authority by the President within the administrative structure of the institution appears to meet the needs of the College. The President guides college improvement in the teaching and learning environment in compliance with District policy and in accordance with EVC's integrated planning model, as well as its budget and planning model. The President implements Board Policies and Ends goals, as articulated in the Chancellor's work plan and objectives, which were found to be consistent with EVC's mission. The President also communicates effectively through personal interactions with the College's industry community and surrounding residential communities.

Findings and Evidence
The evidence cited in the ISER focuses on the College's shared governance processes and shows a primary role for the Chancellor, delegated by the Board of Trustees. College and District governance documents cited the recommending role of governance bodies to the President. While direct evidence was absent in the ISER, meeting minutes provided during the team visit document decisions made by the President. Examples of such decisions were related to: necessary resources for accreditation support; administrative and faculty position funding and selection; educational support resources; and EVC operations. Interviews with the key governance bodies consistently showed that these bodies acknowledged their role in making recommendations – and the President's decision-making authority – on items other than academic and professional matters, which have been delegated for mutual agreement between the Academic Senate and Board of Trustees. The President's role in implementing district-wide structural staffing decisions was also in evidence, as described in the District's 2013-17 Redesign Report. (Standard IV.B.1)

The College's administrative structure includes three Vice Presidents – of Academic Affairs, Student Services, and Administrative Services – who supervise Deans, Directors, staff, and faculty with appropriate duties and accountability to the President. Administrative employees are evaluated annually according to their duties and responsibilities and based on a clearly articulated multi-year cycle. Evidence of annual administrator evaluations is maintained by the District's human resources department. (Standard IV.B.2)

Evidence demonstrating the President's leadership in improving the teaching and learning environment was presented in the ISER and during the visit; documentation included EVC's planning model and processes. Additionally, during visit team interviews, committee members consistently described various processes in which the President provided vision and leadership for assessing student learning, performing program reviews, and consulting with governance bodies on recommendations for resource allocations.

Chaired by the President, College Council: reviews EVC's values and goals; and approves institutional-set priorities and performance standards for student achievement. Through this Council, the President ensures that educational planning is integrated with resource

allocations recommended through College committees. In March 2016, EVC took over from District Office the role of setting institutional standards, as described in College Council minutes. Planning and evaluation of progress toward meeting EVC's mission is performed and reported by IEC in its published reports and submissions to the College Council.

The President is evaluated annually, based on objectives documented in and emerging from the Chancellor's executive work plan. In achieving these objectives, the President was found to: exercise control over budget and expenditures, through the administrative structures of the institution; and link that control to institutional planning, through effective interactions via EVC's collegial consultation processes and recommendations. (Standard IV.B.3)

The President is involved in, and delegates responsibilities for, institutional self-evaluations; this includes having a primary leadership role to ensure the institution meets eligibility requirements, Accreditation Standards, and ACCJC policies. The ALO, faculty accreditation co-chair, and numerous constituency leaders cited in the ISER have demonstrated responsibilities for assuring institutional compliance with accreditation requirements. (Standard IV.B.4)

Board policies, college administrative structure, and the President's job description show a progression of delegation and presidential responsibility that ensure compliance with statutes, regulations, and Board Policies. (Standard IV.B.5)

Under the President's leadership, EVC maintains programmatic liaison with business and industry through career technical education programs at the College and by maintaining industry financial support for the institution. Community relations include outreach events to schools in the community, as well as on-campus forums to inform neighboring communities of developments and plans at Evergreen Valley College. (Standard IV.B.6)

College Conclusion
The College meets the Standard.

The role of the President in making decisions on matters under his authority is recognized by the leading governance bodies on campus. During the team visit, meetings with the Academic Senate, Institutional Effectiveness Committee, Budget Committee, and College Council – as well as interviews with the Deans and Vice Presidents – confirmed the recognition of the President's role in receiving governance body recommendations on matters for which the Academic Senate is not the proper academic decision-making body, per College and District governance standards. The President makes decisions that are disseminated through the appropriate Vice Presidents, to Deans and Directors, and subsequently to departments and other relevant constituent groups at the College.

Evidence presented in the ISER did not demonstrate that formalized decisions being made, or formal recommendations that have been received, are being communicated by the President. Follow-up requests made by the team during the visit yielded more College Council minutes, which noted dialogue regarding an evolving process of decision-making about program review and resource allocation. Deans' Meeting minutes, also reviewed during the team

visit, showed formal communication of the President's decision through the administrative hierarchy. Governance committee minutes refer to recommendations from lower-level committees, but rarely document the specifics of recommendations to the President – even when a vote is recorded.

A review of college-wide communications, as well as the President's reports to the College Council regarding planning and resource allocations, does not show that these decisions are systematically recorded and reported back to the recommending bodies. There is evidence that these decisions are communicated through the Vice Presidents and Deans, and that these communications are beginning to be referenced in the minutes of formal meetings with the Deans.

College Recommendations for Improvement and Compliance

See College Recommendation 8 (Improvement)

Standard IV.C: Governing Board

General Observations
The San José-Evergreen Community College District has a seven-member elected Board of Trustees. As a leading educational institution, the District has articulated its mission to meet the diverse educational and workforce needs of its community by empowering its students to become agents of socio-economic change. Student success is the heart of the SJECCD mission, and the District has hired appropriately-qualified faculty and staff to ensure that their students are well prepared when they transfer to a university, enter the workforce, or embark on a path of lifelong learning.

The recently hired SJECCD Chancellor has accomplished a great deal in a short time. The Chancellor delegates the management of the colleges to each of the two Presidents. The President reports directly to the Chancellor and is responsible for the overall operations of the College and leading the institution to achieve its mission. The Board has developed a comprehensive Ends Policies and Procedures manual that covers student success and achievement. Their website contains the required Board Policies and administrative procedures, as well as dashboards and monitoring reports.

Generally, the ISER addresses all of the Standards in IV.C. Apart from several instances in which additional documentation and/or information was requested, the Report – along with the District and College websites – provides sufficient evidence to meet the Standards.

Findings and Evidence
The EVC Board of Trustees has authority and responsibilities that are aligned with Education Code Section 70902. The policies they have established fall under the following chapters: District, Board of Trustees, General Institution, Academic Affairs, Student Services, Business & Fiscal Affairs, and Human Resources. Board Policies (BP) and Administrative Procedures (AP) focus on issues that support academic quality, integrity, financial stability, and effectiveness of the institution. In addition, the District has recently updated BP/AP 2745, which describe the procedure and timeline for evaluation of the Board. Policies are provided that assure academic quality, integrity, and effectiveness of student learning, as well as the financial stability of the organization. (Standard IV.C.1, ER 7)

The Board's Code of Conduct acknowledges that, although the Board is comprised of different individuals, decisions would be made collectively and supported by the whole. Past Board behavior resulted in a citation for micromanaging District operations, which prompted them to train and self-reflect. The culmination of these activities was the creation of Board Ends Policies and Governing Principles, which clearly distinguished the role of the Board versus that of the Chancellor. (Standard IV.C.2)

Board Policy 2431 clearly documents the process for the search and selection of the District Chancellor. Per BP 2435, and originating from the Board Ends Policies, it is indicated that the Chancellor is evaluated at least annually. These policies influence how the Vice Chancellors, college Presidents, and Presidents' leadership teams are evaluated. (Standard IV.C.3)

The Board of Trustees is comprised of seven members elected to represent the geographic areas of the District, as well as two student trustees. Board Policies prohibit conflicts of interest through employment, familial, or financial ties. Public communication is allowed at Board meetings two times throughout the agenda. The public interest and interest of the institution is kept as Trustees' highest priority. The Board's advocacy and defense of the institution from undue influence or political pressure were not addressed in the Self Evaluation Report. (Standard IV.C.4, ER 7)

The Board's Ends Policy sets a guiding principle focused on ensuring students' success through skill acquisition. It also emphasizes the need to address those with educational and/or socio-economic challenges. In addition – to keep them apprised of student success within the District – the Board of Trustees receives presentations on institution-set standards, Student Success Scorecard metrics, and Institutional Effectiveness Partnership Initiative (IEPI) targets. The financial or fiduciary responsibility of the Board was stated/asserted, but no evidence was provided to indicate that the Board engaged in dialogue on this topic. The Board has developed policies to: ensure the quality, integrity, and improvement of student learning programs; reviews its mission; review legal matters; and maintain its responsibility for fiscal matters. (Standard IV.C.5)

Board Policy 2010 clearly identifies the size of the Board. As for the duties, responsibilities, structure, and operating procedures of the Board, the only evidence initially provided was the table of contents for Chapter 2 of the Board Policy Manual. Upon further investigation by the team, BP 2715 identified all of the above areas; however, this was not cited in the evidence for this Standard. Documents such as bylaws are in the District Policy Manual, which is approved by the Board. (Standard IV.C.6)

The regular review and assessment of Board Policies and bylaws is essential to the effectiveness of the Board. In 2010, the Board was cited as not adhering to its existing policies. Therefore, diligent execution of a policy evaluation cycle is necessary for SJECCD. The process for evaluating policies and bylaws seems clear; however, no evidence was provided to show that the Board of Trustees engaged in this evaluation on a regular basis. Evidence was scant in supporting these claims. However, there is evidence of a process of review of policies and procedures by constituent groups. (Standard IV.C.7)

The Self Evaluation Report indicates that EVC has provided the Board with at least five different reports or presentations related to student success, learning, and/or achievement. But none of the minutes or presentations supporting these assertions are included in the Report under this Standard. This evidence is crucial, as there was a recommendation in this area on the previous site visit. However, elsewhere in the Self Evaluation on the District's website, evidence was found to indicate that reports on student learning and achievement are reviewed by the Board of Trustees. (Standard IV.C.8)

The District has policies addressing new Board member orientation, as well as stability of membership through staggered terms of office; these staggered terms appear to be enacted. Board members are required to adhere to policies and bylaws and to attend retreats. Also, the

Board's 2016 self-evaluation noted that Trustee orientation and development are areas of improvement. (Standard IV.C.9)

The Board evaluates its performance on an annual basis to review areas of strength and those needing improvement. There is a Board Policy regarding its self-evaluation process. Board meeting minutes from January 2016 provide some evidence of a review of the Board self-evaluation. The Board designated a standing Self-Evaluation Committee (from existing Board members) to oversee the evaluation of this body. Forms of evaluation generally include surveys, which are reviewed by the District's Office of Institutional Effectiveness. The nature of this evaluation is purely internal. Board members are asked to evaluate their own performance, and then they determine whether or not any action is necessary. (Standard IV.C.10)

Board Policy 2715 clearly identifies the code of ethics for Board members and the process for censure of any member that violates these standards of behavior. Regarding conflict of interest, BP 2710 identifies the definition, disclosure procedures, and abstention in voting for any member who has – or even appears to have – a conflict of interest in any decision, contract, or activity overseen by the Board. The Board of Trustees has a code of ethics policy and a conflict of interest policy, which include the processes for addressing violations. (Standard IV.C.11, ER 7)

Through BP 2430, the Board delegates to the Chancellor the authority to lead the District and to implement approved policy. The role of the Board of Trustees is limited to: establishing policy, representing public interest, hiring and evaluating the Chancellor, assuring fiscal viability of the District, monitoring institutional performance and educational quality, and advocating for and protecting the District. The Board has policies on its duties and responsibilities, and its role with respect to the Chancellor's role. (Standard IV.C.12)

As part of the Annual Board Retreat, and specifically through the self-evaluation process, Board members' knowledge of ACCJC Standards is assessed. Evidence is provided of a Board planning retreat, facilitated by the Association of Community College Trustees (ACCT), during which the Board has a working session to: review its self-evaluation; review information on student learning, achievement, and academic quality; and establish goals. The Board's self-evaluation survey items are related to the ACCJC Standards. Sources of knowledge on ACCJC Standards come to the Board of Trustees through each of the two college Presidents and the ALOs/Vice Presidents of Academic Affairs. (Standard IV.C.13)

College Conclusion
The College meets the Standard.

College Recommendations for Improvement and Compliance
None

District Conclusion
The District meets the Standard.

With the hiring of a new Chancellor in January 2016, the Board and administrative organization have received positive responses from both the District and College at large.

Board Policies are prevalent in response to the various accreditation areas and seem to address these needs well, if implemented. Most of the evidence provided came from Board Policy, but very little was provided to show implementation of Board Policy. The Self Evaluation Report and the evidence provided on the District website provide adequate evidence of Standard IV.C.

District Recommendations for Improvement and Compliance

District Recommendation 5 (Improvement)
In order to increase the effectiveness of its policies in fulfilling the District mission, the team recommends that the Governing Board fully implement a formal Board Policy review process that involves college stakeholders in the regular cycle of assessment. (Standard IV.C.7)

Standard IV.D: Multi-College Districts or Systems

General Observations
The San José-Evergreen Community College District is a multi-college system consisting of: a district office, led by a Chancellor; two separately-accredited community colleges; and the Workforce Institute. The District encompasses more than 300 square miles, and includes the areas served by Milpitas Unified School District, San José Unified School District, and East Side Union High School District. San José City College, established in 1921, is the oldest community college in Santa Clara County. Evergreen Valley College was established in 1975. The Workforce Institute was established in 1988 and is focused on training and development "contract education" courses to meet the needs of business and industry.

The Chancellor joined SJECCD in January 2016 and is responsible for: providing leadership to set and communicate expectations of educational excellence; and ensuring support for the effective operation of the colleges. The Chancellor works with the colleges to establish clearly defined roles, authority, and responsibility between the colleges and the District.

Findings and Evidence
In the short time leading the District, the current Chancellor has established an organizational and communications structure that supports the operation of the colleges and SJECCD overall. This structure includes: the Chancellor's Cabinet, which is focused on District programs, operations and finances; and the Executive Leadership Team – consisting of the Chancellor, Vice Chancellors, and Presidents/Vice Presidents of the colleges – which focuses on operations and functions in communications, government relations, and the budget. The District Leadership Team is responsible for meeting the strategic priorities for the District.

To clarify the roles, authority, and responsibility for delineation of the functions between the District and the colleges, SJECCD created a functional map. The process included a survey in 2013, which provided the foundation for updating the map in 2015, as well as further review and discussion by the District Leadership Team and their respective campus constituents. (Standard IV.D.1)

The District is responsible for management and allocation of resources, including planning and budgeting. To assure that the colleges receive adequate and effective district-provided resources, the District Office developed a Program Review Process in 2012. The District Program Review process is based on a two-year cycle of evaluation, analysis, and continued improvement. (Standard IV.D.2)

Board Policy 6200, the District Budgeting Principles, and the District Resource Allocation Model form the foundation for the District's support of the operation and sustainability of Evergreen Valley College. To facilitate communication between the District and the colleges, a Business Process Review practice has been in place since 2014. This consists of a monthly meeting between the Vice Chancellor of Administrative Services, College business services office personnel, and the District fiscal services office. The District also instituted a Roles and Responsibilities Committee to define workflow, expedite service, and improve communications between the District Office and EVC. In addition, the District holds

monthly meetings to improve communications with the fiscal officers (Fiscal Officers Meetings), the business officers (Business Officers Meetings), and financial aid staff.

A report by consultant Roy Stutzman (dated August 18, 2016) detailed an analysis of the District resource allocation process. The report was based on feedback from the Chancellor's Cabinet and meetings with constituent group. The report cited observations of the limitations of the current model for resource allocation, noting that colleges appear to "lack control over the entire budget, have not been encouraged to accept full responsibility, not granted authority and have not been held fully accountable." During the visit, the team confirmed that the District is investigating the establishment of a more transparent, data-driven resource allocation model. (Standard IV.D. 3, IV.D.4)

Board Policy 2436 details the process used for evaluating the college President. During the visit, the team reviewed District documentation and confirmed that the EVC President had been evaluated. (Standard IV.D.4)

District planning and college planning are guided by Board Policy 3250 ("Institutional Planning"), which was updated in May 2016. The District Strategic Plan was developed in 2012 and consists of six goals. The Strategic Plan is monitored for effectiveness by the District Balanced Scorecard, which annually tracks metrics linked to the goals of the Plan. Upon examination of the Balanced Scorecard, however, it is not clear that all six goals of the Strategic Plan are linked to Scorecard Metrics. (Standard IV.D.5)

The Board Ends Policies and Governance Principles provide an additional layer of complexity to the District's approach to integrated planning and evaluation to improve student learning, achievement, and institutional effectiveness. In 2013, the Board of Trustees engaged the services of Mariam Carver to conduct training on the Carver Policy Governance model. The training included a Board workshop and several special meetings of the Board. The SJECCD Board of Trustees *Ends Policies and Governance Principles* establish how the Board will govern to achieve its visionary objectives. These principles also lay out the framework for the management authority that the Board delegates to the Chancellor to run the affairs of the District, along with the requirements for the Chancellor's exercise of that authority. The Board formally approved its *Ends Policies and Governance Principles* on May 13, 2014.

The relationship between the Board's Ends Policies and the strategic priorities of the District, as well as the process of allocating resources linked to district planning processes, is not clear. The "Foreword" [listed as "Forward"] of the *Ends Policies and Governance Principles* states that "the Board establishes a clear vision, values and strategic priorities, for the district." During the visit, an interview with the Trustees indicated that the Board establishes the priorities, and delegates to the Chancellor how the priorities are to be achieved.

The *Ends Policies and Governance Principles* also tie the Board's Ends Policies to resource decision-making. Under the heading "Executive Requirements: Financial Planning and Budgeting," the Ends Policies state that "The Chancellor shall create budgets, which he/she recommends to the Board, that prioritizes funding that supports the accomplishment of the

Board's Ends Policies. [The Chancellor shall] report on the relationship between funding priorities and progress on achievement of the Board's Ends Policies." It is not clear how the Ends Policies relate to integrated planning at the College or the District, and how the Ends Policies relate to existing Board Policies and Administrative Procedures. SJECCD can improve its integrated planning process by demonstrating how the Ends Policies guide District planning, evaluation, and resource allocations and are part of a holistic approach to integrated planning. (Standard IV.D.5)

Communication between the colleges and SJECCD is supported through the District Council, the Chancellor's Cabinet, the Chancellor's weekly "Friday letter to the Board," and a monthly newsletter; it is also a goal in the 2013-17 District Strategic Plan. To support communication and the use of data, the District has implemented the new CROA software. (Standard IV.D.6)

SJECCD has developed a regular cycle for evaluating District operations through a bi-annual program review process, but only occasionally conducts evaluations of its governance committees. The team could find little evidence that the results of committee evaluations for effectiveness were shared with District or College constituents. (Standard IV.D.7)

District Conclusion
The District does not meet the Standard, as the requirements of Standard IV.D.5 are not met.

District Recommendations for Improvement and Compliance

See District Recommendation 1 (Compliance)

See District Recommendation 2 (Improvement)

See District Recommendation 4 (Improvement)

Quality Focus Essay
Team Feedback

The Evergreen Valley College Quality Focus Essay is a well-developed document that provides a clear explanation of the College's selected Action Projects. In the QFE, the College identifies two areas for further study and improvement to enhance academic quality, institutional effectiveness, and excellence.

The areas for focus are "Planning-Institutional Effectiveness" and "Communication." Specifically, EVC has set two goals: strengthening the structure and processes for institutional effectiveness; and strengthening communication to facilitate a more cohesive College community. Dialogue and messaging about the QFE featured creative animation, which was shared with the Board, the campus community, and on EVC's website.

The "Planning-Institutional Effectiveness" action project has the potential for broad institutional change while maintaining past successes and enhancing current accomplishments. The action plan to bolster EVC's communication infrastructure will improve reporting mechanisms between the College and District, as well as dialogue among the campus community.

For each action project, responsible personnel are identified and project timelines have been established. The College has developed a clear assessment strategy, which includes annual evaluation of progress toward the QFE goals. Assessment is expected to be included in existing EVC processes, and will include both qualitative and quantitative data. These metrics will be identified at the institutional, program, and operational levels.

The team determined that the strategies and plans in the QFE warranted the time for implementation and assessment to improve the two areas EVC identified. The team provided Recommendations for Improvement under the Standards related to these two action projects:

> **College Recommendation 1 (Improvement)**
> In order to increase effectiveness, as identified in the Quality Focus Essay, the team recommends that the College fully and systematically integrate, communicate, and assess recently developed planning processes, including learning assessment, program review, and resource allocation. Integration should include institutional plans, the strategic plan and functional unit plans as defined in the Evergreen Valley College Integrated Planning Model. (Standards I.A.2, I.A.3, I.B.7, I.B.9, II.A.3, II.A.16, II.C.1)

> **College Recommendation 8 (Improvement)**
> In order to increase effectiveness, as identified in the Quality Focus Essay, the team recommends that the College document the processes for decision-making, create a mechanism for formally communicating institutional decisions on an ongoing basis, and regularly assess the effectiveness of the process. (Standards III.D.3, III.D.4, IV.A.6, IV.A.7, IV.B.6)