EVALUATION REPORT

EVERGREEN VALLEY COLLEGE

3095 Yerba Buena Road
San Jose, 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 from October 18-21, 2010

Donald J. Warkentin
Chair

EVERGREEN VALLEY COLLEGE

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SUMMARY OF THE EVALUATION REPORT

INSTITUTION: Evergreen Valley College

DATE OF VISIT: October 18-21, 2010

TEAM CHAIR: Donald J. Warkentin, President
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A twelve member accreditation team visited Evergreen Valley College from October 18 – 21, 2010 for the purpose of evaluating the college's request for reaffirmation of accreditation. In preparation for the visit, the team chair attended a team chair training workshop on August 18, 2010 and the chair and team assistant conducted a pre-visit to the college and the district office on September 13, 2010. During this visit, the chair and assistant met with district and college leadership and key personnel involved in the self study preparation process. The entire evaluation team received team training provided by staff from the Accrediting Commission on September 14, 2010.

The evaluation team received the college's self study document several weeks prior to the October 2010 visit, and team members found it to be comprehensive, well written and addressing all standards including the Commission's eligibility requirements. The team confirmed that the self study report was compiled through broad participation by the entire campus community including faculty, staff, students, and administration.

Several members of the evaluation team met with the chancellor, district staff, and board members at the district office on Monday, October 18, 2010 prior to arriving at the Evergreen campus. Team members met with district staff to assess areas such as finance, physical facilities, human resources, technology resources, governance, and board relations for the operation of the district. Team members were invited to attend a meeting of the District Budget Committee where discussions were held involving meeting anticipated budget shortfalls.

Upon arrival at the campus, the college invited team members to attend an open reception where team members were introduced to key staff members of the college and members of the accreditation self study preparation team. The college provided team members with a short power point presentation depicting the campus-wide involvement in preparation of the

self study and the accrediting team's visit. The college also provided the team a short tour of the campus. Evergreen Valley College is a 175 acre campus situated in the east side of San Jose. The eleven high schools of the East Side High School District serve as the college's primary service area.

Throughout the team visit, team members held over 70 meetings with college committees, college staff, students, and provided two opportunities for the college community to meet with members of the evaluation team in an open forum. When members of the visiting team attended campus meetings they were afforded the opportunity to ask questions concerning processes and purpose of each of the committees. These visits allowed the team to gain an understanding of the organizational and governance structure of the college.   Several team members attended the college's shared governance council which is comprised of all campus constituencies. In addition, several class sessions were observed, including evening classes**.**

The team reviewed numerous documents and evidence supporting each accreditation standard in the self study report in the team room. Documents reviewed by the team included Board policies and regulations, program review information, student learning outcomes progress and plans, strategic planning information, enrollment information, committee minutes, and shared governance manuals. The team also viewed evidence and documentation through the district's and college's website and the evidence CD that was provided along with the self study document prior to the team visit. The team was also provided access to the college's online classes including courses in disciplines such as Astronomy, Biology, Computer Science, English, and History, to name a few.   Further access to college and district data was provided to the team through access to the college's portal.

The team greatly appreciated the enthusiasm and support from college staff throughout the visit. The team appreciated the willingness of key staff to assist with team requests for individual meetings and other needs throughout the evaluation process. College staff met every request for documentation and meetings with individual members and groups of the college community.

The team assessed the college's responses to the 2004 recommendations and found that the college has made great progress in meeting the majority of the recommendations. A few recommendations for the college and the district still need further implementation.

Evergreen Valley College Commendations:

The team was impressed with a number of programs, activities, and services observed during the visit. In particular the team makes the following commendations:

1. Evergreen Valley College is to be commended for improving graduation rates by 16 percent during the past 5 years. (Standards I.A.1, II.A.1.a, II.A.2.i, I.B.2,)
2. The college is commended for the sustained work of the Diversity Action Council that provides campus-wide advocacy and education on diversity for the campus community and in support of a number of cultural groups. In addition, the college is to be commended for academic support programs such as AFFIRM, ENLACE, ASPIRE, OASSIS, FastTrack, and its commitment to the Equity Scorecard and Achieving the Dream initiatives. (Standards I.A.1, I.B.1, II.B, II.B.1, II.B.3.a, II.B.3.b, II.B.3.d, III.A.4.a)
3. Evergreen Valley College is to be commended for its work in establishing the joint advisory committee in the Business and Workforce Development division. It is obvious that the community is deeply committed to the Career Technical Education programs offered by the College and takes an active part in establishing cutting edge curriculum and innovative teaching methods that are reflective of the training needs of the college service area. (Standards II.A.2, II.A.5)
4. The Library and Learning Resources Center staff is to be commended for developing a robust culture of evidence in their evaluation of student programs and services. (II.C.2)
5. The college is to be commended for having made great strides since the last accreditation visit to improve shared governance on the campus. The college has benefited from the stable leadership and the efforts to advance the college in the cooperative spirit of shared governance. (Standards IV.A.1, IV.A.2, IV.A.3)
6. The college is to be commended for fulfilling its mission by encouraging and supporting students and staff in maintaining a culture of civility and collegiality. (Standards I.A.1, I.B.1, II.B.3.b, IV.A.1.a)

Evergreen Valley College Recommendations:

Recommendation 1: In order to fully meet the standard, the college should integrate and publish a systematic review process within the college's strategic plan for all of the college's planning processes (including resource allocations) for effectiveness of all departments, programs, and services and implement any modifications based on evaluation results. (Standards I.B.3, I.B.4, I.B.7, II.B.3, III.D.1.a, III.D.2.g, III.D.3)

Recommendation 2: The team recognizes that progress has occurred with identification of course level student learning outcomes; however, the team recommends that efforts be accelerated to complete SLO identification and expand recurrent cycles of authentic assessment and improvement for all instructional and student services programs, with campus-wide dialogue on results, in order to reach proficiency level by 2012. Furthermore, faculty and others directly responsible for student progress towards achieving student learning outcomes should have, as a component of their evaluation, effectiveness in producing those learning outcomes.. (Standards I.B.1, I.B.3, I.B.4, I.B.7, II.A, II.A.1.c, II.A.2.a, IIII.A.2.b, II.A.2.f, II.B, II.B.4, III.A.1.c)

Recommendation 3: In order to meet the standard and improve effectiveness, the team recommends that the college develop a college-wide professional code of ethics that is aligned with the stated mission and values, and reflective of activity to support continuous improvement in all instructional, operational, and service areas. (Standards II.A.7.c, III.A.1.b, III.A.1.d)

Recommendation 4: In order to meet the standard, the team recommends that the college complete the review and revision of all course outlines of record and ensure that the catalog information regarding currently offered courses and programs is accurate. This action should be implemented to ensure currency, relevancy, and instructional quality. (Standards II.A, II.A.2.e, II.A.6.c, II.B.2.a, II.B.2.b)

Recommendation 5: In order to fully meet the standard, the college needs to develop a recurring evaluation process of its budgeting and other financial management systems. Furthermore, Evergreen Valley College should incorporate total cost of ownership projections within their facilities planning reports for specifically planned projects. (Standards III.B, III.B.2, III.B.2.a, III.B.2.b, III.D.1, III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d, III.D.2.c, III.D.2.g)

District Office Review

During the course of the simultaneous accreditation visit at Evergreen Valley College and San Jose City College, the chancellor and district office personnel were interviewed by team chairs and team members, individually and jointly, for the purpose of identifying and potential recommendations related to the district. Joint team members reviewed Board policies, administrative procedures, and district documents as they assessed evidence regarding district operations and how the district provides support to the colleges.

District Recommendations

District Recommendation 1: The district, in collaboration with San Jose City College and Evergreen Valley College, should develop and implement a plan that will provide the necessary resources to increase college and district research capacity to analyze progress toward achieving institutional goals and objectives including improvements in student achievement and student learning. (Standards I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, II.A.2.c, II. A.2.e, IV.B.3.b, IV.B.3)

District Recommendation 2: In order to fully meet the standard, the district and Board of Trustees must act timely and decisively on current fiscal data trends in order to ensure short term and long term financial solvency and an adequate reserve to meet emergencies and unforeseen circumstances. (Standards III.D.1, III.D.1.c, III.D.2.c, IV.B.1.c)

District Recommendation 3: In order to meet the standards, the team recommends that the Board of Trustees complete a thorough self evaluation annually as stated in board policy. The board should also regularly evaluate its practices and policies. Among the performance issues to be included in the self-evaluation, the board needs to address its responsibility to protect the long-term financial health of the district and colleges, and to allocate resources necessary to support the proper functioning of the district and colleges. (Standards III.D.1.c, III.D.2.c, IV.B.1.c, IV.B.1.d, IV.B.1.e, IV.B.1.g, IV.B.1.h, IV.B.3.c, IV.B.3.d)

District Recommendation 4: In order to fully meet the standards, the team recommends the Board of Trustees continue improving its performance. Specifically the board needs to engage with the chancellor in order to establish a climate of trust and respect and allow the chancellor to fully exercise the authority of the position and to improve the effectiveness of the district. (Standards IV.B.1, IV.B.1.f, IV.B.1.j)

District Recommendation 5: In order to meet the standards, the team recommends the Board of Trustees systematically review and revise the board policy manual to ensure that policies are up to date. This process should include a robust ethics policy that establishes steps to be taken should a board member violate the policy. The policy update should include the development of a policy on evaluation of the college presidents. (Standards IV.B.1, IV.B.1.f, IV.B.1.h, IV.B.1.j)

District Recommendation 6: In order to meet the standards, the team recommends that the functions of the district and colleges be clearly delineated and mapped through dialogue and improved communication. This delineation must include operational responsibilities as well as

procedures that provide specific guidance to all district and college personnel. There should also be regular and systematic evaluation of the district's functions, governance, decision making structure, and communication. This activity must be central to the district's continuous improvement efforts in assisting the colleges to meet educational goals. (Standards IV.A.2, IV.B.3, IV.B.3.b, IV.B.3.f, IV.B.3.g)

ACCREDITATION EVALUATION REPORT
EVERGREEN VALLEY COLLEGE

INTRODUCTION

Evergreen Valley College was established as the second college in the San Jose Evergreen Community College District in 1975. Evergreen Valley College is located on 175 acres in the eastern foothills of San Jose. Current enrollment consists of approximately 10,000 students per semester representing over 70 countries. Evergreen Valley College has one of the most diverse student bodies in the California Community System. Slightly over 55% of its students are female and approximately 80% of its students are minority with Hispanic being the largest single minority. Over 60% of Evergreen Valley College students are enrolled part-time

Evergreen Valley College employs approximately 115 full-time faculty and approximately 200 part-time faculty each term. Of its 265 permanent employees, 24 are administrators or supervisors.

The San Jose/Evergreen Community College District has elected to ask the voters to approve a $268 million general obligation bond at the November election and if approved, will provide funding for facility construction and renovation. Evergreen Valley College and the district have been involved in facility planning and modernization in anticipation of passage of Measure G.

Previous Progress Reports and any Special Follow up Reports
As a result of Evergreen Valley College's comprehensive accreditation visit in 2004, the college was placed on warning with a requirement to submit two progress reports due in March 2005 and October 2005, each with a follow up visit. As a result of the March 2005 Progress Report, the Commission acted to continue the warning status.

As a result of the review of the college's October Progress Report and visit in November 2005, the Commission acted to remove the warning status and reaffirmed accreditation, with the requirement that the college complete a progress report by October 2006. The progress report was followed by a visit of Commission representatives in November 2006. At its meeting in January 2007, the Commission acted to accept the college's progress report.

In October 2007, Evergreen Valley College submitted its midterm report. At its meeting in January 2008, The Commission acted to accept the college's midterm report and commended the college "for having written a thorough report on the extensive work completed in response to Commission recommendations."

TEAM EVALUATION OF INSTITUTIONAL RESPONSES
TO THE 2004 RECOMMENDATIONS

Recommendation 1
The college and district should establish and maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. The college and district should assure that systematic participative processes are used to assure effective discussion, planning, and implementation of college and district policies and procedures, implemented by written policy. The Board of Trustees should establish and maintain governance structures, processes, and practices to assure that the Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution and that these processes facilitate discussion of ideas and effective communication among the institution's constituencies.

The college has addressed this recommendation. The "Shared Governance Decision Making Handbook" describes a decision-making process at the college where councils, standing committees, and work teams submit recommendations for improvement of student learning and intuitional processes through the College Council for additional discussion by faculty, staff, student, and administrators prior to presenting recommendations to the president. In addition, during the "First Thursdays" All College Gathering monthly meetings, the college community discussed the college budget, new programs, information about program and student success, partnership with other colleges and organizations, information concerning facilities, as well as open discussion. The meetings were used to keep "the entire community informed as well as allowing for open discussion concerning the plans of the district and college in addressing the funding shortfall." In addition, the Institutional Effectiveness Committee was established "to ensure full alignment" of mission, direction, planning, quality, and accreditation issues.

Although the Board of Trustees adopted several policies acknowledging that the board will work with the Academic Senate, administrators, employee, and student organizations in development and adoption of policies and procedures, it appears that the board has acted on several occasions without input from these constituencies. For instance, the board established a district-wide copier/printer contract with a firm that could not support the specialized needs in some academic programs. On another occasion, the board decided to move the site of a new instructional building after the architectural plans were almost complete to accommodate the

use of the building by a local firm, again without input from the college constituency most affected. In the end, the board and firm did not reach an agreement for joint use of the new facility and it was re-sited to the original location, costing a year of lost time. The board has also decided that new buildings will be LEED Certified at the Silver Level, an admirable goal. Unfortunately, additional funding for this initiative was not allocated to the project and the additional cost will come out of equipment funding.

This recommendation was met by the college and partially met by the board.

Recommendation 2
***The team reco*ommends that the college unify its various planning processes (including instructional programs, student services, library and learning support services, physical, human and technology resources) as a single model that incorporates a cycle of planning, resource allocation, and assessment relative to academic program needs and facility development. The planning model should establish means to prioritize objectives, measure and communicated achievement of planning goals, and include a viable process to evaluate the planning process.**

The new Strategic Initiatives and Commitment to Action process appears to meet the needs of the college community. In addition, the district's handbook, "Planning and Budgeting: a New Process," is designed to promote the college's "institutional goals and objectives, utilizing clearly defined metrics to evaluate outcomes wherever possible." This new budget and resource allocation processes was used until 2008, but budget constraints limited these processes at that time. In addition the Strategic Initiatives were scheduled for review in spring 2009, but were postponed due to emergency budget reductions. The District Budget Committee and the EVC Budget Committee have worked to address the current budget crisis and the EVC President has held open meetings to discuss the issue. The college revised the mission statement in spring 2010 and is scheduled to review the Strategic Initiative and Commitment to Action process in light of the current budgetary limitations on November 5, 2010. The team concurs with the college in that this recommendation has been met.

Recommendation 3
The team recommends that the college provide adequate, stable, permanent, qualified administrator leadership to support Instruction and Student Services.

Evergreen Valley College enjoyed a two year period of relatively stable administrative leadership, however since 2008 there have been several key positions vacant, including the vice president of administrative services, the director of PE and athletics, the dean of language arts and the director of marketing and community. The annual Dean's Academy continues to

provide a training opportunity each year and has provided cohesion to the relatively new group of deans. This recommendation has been partially met.

Recommendation 4
The team recommends that the college, in collaboration with the district, develop a written and clearly understood resource allocation model through a collaborative process with dialogue between the district and the college constituencies using board priorities and college plans to develop the budget.

Evergreen Valley College developed a process for planning in 2007-2008 in alignment with strategic planning. The College Budget Committee, College Council, and Executive Team evaluate the use of financial resources annually and use the results of the evaluation as the basis of improvement for the next year. It seems from the Self Study that EVC initially "practiced an open forum for review and discussion to prioritize budget allocation", however there is limited evidence that campus-wide collaboration currently occurs. The college finished its Educational and Facilities Master plan in June 2010. There is no updated college or district technology plan. The district has developed an integrated resource allocation model in collaboration with both colleges' budget committees in 2007. This model provides for planning and budgeting guidance for the colleges. The college's "EVC College Budget and Planning Process" guides college budgeting and is in alignment with its strategic plan initiatives. The college utilizes their "Commitment to Action" program to highlight needed initiatives. This recommendation has been partially met.

Recommendation 5
The team recommends that the college complete the process of identifying learning outcomes for courses, instructional and student support programs; developing appropriate direct measures of student learning; compile, disseminate, and reflect on those measured outcomes, and take appropriate action based on those outcomes to improve student learning and associated college practices that support student learning.

Evergreen Valley College continues to make steady progress on the implementation of student learning outcomes on the course level. In fall 2009, the college established the SLO subcommittee and has begun a plan to implement SLOs and assessment cycles into all degree and certificate programs, student services and administrative services. A framework has been identified and a timeline established. Strategies are under development for assessment of SLOs; however the chart in the current self study is unclear as to where exactly EVC is in the process.

"Student learning improvement is a visible priority in all practices and structures across the college" according to the EVC SLO Implementation Plan, but the evidence that might support this assertion is not clear. It seems the college has strong awareness, but the specifics of the implementation plan are lacking. The college has not developed a seamless communication method where the college community or those with supervisory responsibilities can access student learning outcomes documents and progress. This recommendation has been partially met.

Recommendation 6
The team recommends that the student services programs at Evergreen Valley College review their program review processes to ensure that a mechanism for identifying and measuring student learning outcomes is incorporated in each along with a way to use the results of measurement for making improvements. As noted in the self study, "further develop a process to ensure each department/area uses the results of these evaluations as a basis from improvement."

Evergreen Valley College has made some clear improvements in this area. With the formation of the Institutional Effectiveness Committee in 2006, the IEC oversees strategic planning, accreditation and program review. The IEC has developed a qualitative and quantitative review process and is in the midst of reviewing programs for currency. This year, the IEC will be reviewing 20 academic and student services programs. The process is clearly delineated on the website and there is evidence that the most recent program reviews have been widely disseminated for review and discussion. The program review process itself will need to be evaluated at the end of the current cycle. This recommendation has been met.

Recommendation 7
The team recommends that the college consider filling the position of dean of special programs, and a vice president of student services position be established to coordinate the entire student services effort and provide adequate leadership to facilitate planning and implementation processes or that the college plan and implement a major reorganization in the student services area in a timely manner.

The vice president of student services was hired in 2008, and a dean of enrollment services position was created and filled. This recommendation has been met.

Recommendation 8
The college needs to integrate the documented priorities in the self study into the institutional budget development plan to ensure that appropriate budget allocations are made to improve the scope and quality of library and learning support services to meet the diverse needs of the student population and the instructional needs of the faculty.

The college has successfully met this recommendation. Through it budget and planning processes, the college has devoted significant resources to the library to improve the quality and services of the library. It is clear the library has become a fully functional and fully operational component of the college. The library not only maintains adequate resources to support academic programs, but also provides orientations and instructional components to the college. A new librarian was incrementally added to the department. In addition, Title V grant funds also contributed to increasing resources to the library. It is apparent the college has allocated significant resources to support identified priorities. Students are satisfied with the library and learning resources, this evidenced by the significant affirmation by students in the student surveys

Recommendation 9
The college should provide for adequate, stable, permanent, qualified administrative support for its programs and operations.

In the 2005 progress report, it was clear that the college was experiencing administrative turnover. A new president had just been hired, two vice-presidents were both interim, three vacancies existed, and two new deans and a director had recently been hired. In 2007, six new deans were hired, including three interim positions. By July 2008, two new deans, the vice president of student affairs, and two directors were hired. Evergreen Valley College enjoyed a two year period of relatively stable administrative leadership, however since 2008 there have been several key positions vacant, including the vice president of administrative services, the director of physical education and athletics, the dean of language arts, and the director of marketing and community. While some administrative turnover is to be expected, the team suggests that EVC evaluate the current vacancies and plan how to cover essential functions, especially financial supervision. The college has met this recommendation.

Recommendation 10
The team recommends that the college, in collaboration with the district, review the policies and procedures as well as the existing practices for hiring faculty and staff in a manner that

assures policies promote fair and expeditious hiring of qualified faculty and staff and that actual practices conform to established policies and procedures.

In the 2005 Progress report, the associate vice chancellor for human resources position was unfilled, leaving a gap in this important function; however, an interim was hired. A new director of employment services was hired in 2008. A diversity officer was reassigned to the district office and the position was changed to a director. A new vice chancellor for human resources was hired in July 2010 with the hope of continued improvement in the HR function. Recruitment, screening, and hiring procedures are in place for faculty, classified staff, and administrators. A screening committee orientation/training was revised in 2009. A detailed description of screening committee duties from 2002 continues to be used. Checklists for the screening committee were updated in 2008 and again in 2009. Recruitment and hiring timelines were revised in 2006. Board Policy 1920 (undated) on diversity-related qualifications and Board Policy 1915 on diversity continue to be used. The college has met this recommendation.

Recommendation 11
To meet the objective of providing effective facility planning that ensures student achievement and learning, the college needs to adopt an integrated planning structure that incorporates a cycle of planning, resource allocation, assessment relative to academic program needs and facility development.

The college has implemented regular master and facilities planning which has been conducted twice over the past three years. All college stakeholders have participated in these planning processes providing direct input in various forms for development of these plans. The colleges' "Commitment to Action" initiatives provide input and identify college priorities which are incorporated into the planning and resource allocation process. The college has met this recommendation.

Recommendation 12
Integrate the college Technology Master Plan into a comprehensive strategic plan for the entire college. Combine the objectives of the technology plans of the two colleges into a District Technology Master Plan.

Technology resources are planned to support and increase the effectiveness of student learning programs and services; however, the college does not have in place a process for evaluating the effectiveness of technology in meeting the range of teaching and learning needs. The college's technology plan needs to be updated through the college's review process and identified recommendations communicated to the college and district budgeting processes for prioritization. This recommendation has been partially met.

Recommendation 13
Integrate the priorities of technology planning into the budget development process to assure that the results of technology assessment and planning effectively improve the use of technology at the college.

The Campus Technology Committee identifies technology needs to determine technology service for the college with campus technology services based on the education and facility master plan. However, the colleges' technology plan needs to be updated through a campus-wide review process to support integration with educational and facility planning. This recommendation has been partially met.

Recommendation 14
Resource allocation should be a collaborative process with dialogue between the district and the college constituencies using board priorities and college plans to develop the budget. This process should result in written procedures for the initial allocations for the district office, San Jose City College and Evergreen Valley College and the on-campus allocations.

The college and district have partially met this recommendation. There are written procedures for initial allocations to the district and colleges.   However, there is no written documentation describing how initial allocations are made at the campus level to departments, divisions etc. In addition, no evidence was identified that reflects the board establishing budget priorities as a part of the resource allocation model.

Recommendation 15
The college and the district should act expeditiously and with due diligence to respond to recommendations made by the Commission.

In analyzing college and district responses to recommendations 15, 16, 17, 18, 17, 18, 19, and 20 from the 2004 evaluation visit, some of the recommendations were resolved as a result of actions implemented and others are in progress as described in the July 2010 Self Study Report.

The college and the district acted expeditiously and with due diligence to respond to recommendations made by the Commission as reflected in two Progress Reports of 2005 and 2006; and a Midterm Report in 2007. The Reports provide specific descriptions and documents such as revised Board Policies of Chapter 1, 2, 3, 4, 5, and 6 as well as shared governance committees' actions at both the College and the District. However, there is insufficient evidence to conclude that sustainable processes are in place at both the college and district.

The college has partially met this recommendation.

Recommendation 16
The district and Board of Trustees should work actively to accomplish its stated value of "fostering trust through mutual respect" as stated in the catalog.

This recommendation is reiterated from the 1998 evaluation report, but is now focused directly on the district and Board of Trustees. The district and Board of Trustees engaged in retreats, workshops, and open forums to demonstrate a commitment to establishing a transparent system to share appropriate information with district stakeholders. On January 10, 2006, the Board of Trustees approved policy 2355, Decorum Civility at Board Meetings. It states, "The SJECCD Board of Trustees seeks to conduct public meetings in an atmosphere of honest communication, accountability, and respect. Every attempt will be made to conduct business with utmost civility, caring, and honesty to build trust, positive relationships, and shared solutions." The Board of Trustees and District Council Committee meeting minutes and reports demonstrate that governance roles are designed to facilitate decisions that support student learning programs and services. Publications such as the 2010-11 college catalog reinforce this value of fostering trust with the statement, "We create a trusting environment where everyone is valued and empowered." The district and Board of Trustees have met this recommendation. The college has also satisfactorily addressed this recommendation.

Recommendation 17
The team recommends that the Board of Trustees limit its actions to establishing policies, delegating operational authority for implementing and administering board policies to the chancellor.

The Board of Trustees adopted the following policies: 2430 Delegation of Authority to Chancellor and 6160 Delegation of Authority demonstrating that appropriate policies are in place that meets the intent of the standard. According to the November 20, 2006 report of the evaluation team, the team concluded, "that the trustees have made remarkable progress in addressing the concerns cited." A review of the Board of Trustees meeting and retreat minutes demonstrates that the board set clear expectations for regular reports from the chief administrator on implementation of board policies and achievement of institutional goals. The chancellor published an agenda and gave a presentation as part of the "first of many conversations to improve communications." The purpose listed was "to begin a series of college-wide presentations that are "data driven." Additional information presented at the college forum included the "Proposed 2010 District Priorities. The priorities are planned to be implemented in accordance with the Mission and Vision of the San Jose Evergreen Community College District and work-plan initiative will be framed within the contest of "Opportunity, Equity, and Social Justice" as the key set of values of the District." The Board of Trustees has resolved this recommendation. The college has satisfactorily addressed this recommendation.

Recommendation 18
The team recommends that the district clearly delineate and communicate the operational responsibilities and functions for the district from those of the colleges and consistently adhere to this delineation in practice.

The District Function Map, board policies, minutes of Board of Trustees meetings, chancellor's reports, and minutes of district governance committees demonstrate that the college and district resolved this recommendation.

Recommendation 19
The team recommends that the Board of Trustees systematically review and update its policies and practices on a regular basis.

A review of the September 14, 2010 Governing Board meeting minutes provides evidence that the Board Policy Committee reviewed and revised Board Policy chapters 1,2,3, and 7. This committee has met monthly since February 2010 and two trustees serve as Board of Trustees representatives. The District Council Committee, an advisory committee to the chancellor, is charged with reviewing board policies for currency and recommending changes to the Board of Trustees. This council has representation from the colleges and has overall responsibility for

coordination of district policy development. The Board of Trustees systematically reviews and updates its policies as evidenced by the list of revised policies. The college has satisfactorily addressed this recommendation.

Recommendation 20
The team recommends that the Board of Trustees adhere to its policy of conducting regular self-evaluation and uses the results of self-evaluation to improve Board functioning.

As described in the Board Policy Manual, Board of Trustees Policy 2745 Board Self-Evaluation states "The Board shall at least once a year conduct a self evaluation. A summary of the evaluations will be presented and discussed at a board session scheduled for that purpose. The results will be used to identify challenges and accomplishments for the previous year and to improve performance of the Board." Minutes of the Governing Board meeting of May 6, 2006 states, "The Board of Trustees met to evaluate their performance as members of the board." Governing Board meeting minutes of June 8, 2010 includes a written summary of three trustee member's comments regarding self-evaluation and the secretary to the chancellor was to coordinate a date for a board retreat on self-evaluation. Minutes of the Special Governing Board meeting of August 27, 2010 listed an agenda item under Board Planning Session that stated, "Ms. Cindra Smith, Consultant, led the board in a discussion on topics regarding the roles and functions of the board and chancellor, process of evaluation for the board and chancellor, and the chancellor's proposed goals and objectives 2010-2011." Documents describing the results and uses of results to improve board functioning were unavailable in any subsequent agendas or minutes, on the website or report documents. In addition, the team did not find evidence of recent board self evaluations. The college's response to this recommendation is less than satisfactory.

EVALUATION OF EVERGREEN VALLEY COLLEGE
USING THE ELIGIBILITY REQUIREMENTS

1. **Authority**

   The visiting team verified that Evergreen Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The college is authorized by the State of California Community Colleges Chancellor's Office to operate as an educational institution and to offer two-year courses of study leading to certificates and degrees.

2. **Mission**

   The visiting team verified that Evergreen Valley College has a clearly defined mission statement. The mission statement is regularly reviewed and revised according to the policy of the San Jose Community College District. The mission statement was last approved by the SJCCD Board of Trustees on May 10, 2010.

3. **Governing Board**

   The team confirmed that the college operates under the direction of a seven member Board of Trustees. The trustees serve staggered four year terms ensuring that there are always at least three returning trustees after each election. Two student trustees (one from each college) are elected by the student body of the two colleges.

4. **Chief Executive Officer**

   The visiting team verified that Evergreen Valley College has a president whose full-time responsibility is to provide overall leadership and direction to the college. The Chief Executive Officer of the San Jose Community College District is the chancellor.

5. **Administrative capacity**

   The team verified that the college has adequately prepared and experienced administrative staff sufficient in number to support the college's mission and purpose. The administration supports the scope and purpose of the institution.

6. **Operational Status**

   The visiting team confirmed that the Evergreen Valley College is fully operational with students actively pursuing its degree programs. The campus has modern facilities to support teaching and learning.

7. **Degrees**

   The team verified that the college offers 31 programs which lead to associates degrees and 28 certificate programs. The majority of students are enrolled in credit courses for the achievement of certificates and degrees.

8. **Educational Programs**

   The visiting team verified that the Evergreen Valley College offers a range of degree and certificate programs consistent with the College mission. The degree and certificate programs are offered in a manner and of rigor consistent with California Community College standards at the time of the visit. The majority of its degree and certificate programs can be completed within two years

9. **Academic Credit**

   The team confirmed that Evergreen Valley College awards academic credits based on generally accepted practices of degree-granting institutions of higher education. The college adheres to standards set for in the California Code of Regulations, Title V, Education, Section 55002.5 and the Carnegie unit of 16 hours of each unit of instruction in granting course credit. The college curriculum committee regularly approves new curriculum or curriculum changes.

10. **Student Learning Achievement**

    Evergreen Valley College defines and publishes its student performance objectives in its course outlines. In addition, Evergreen Valley College is performing assessment of its course and program level student learning outcomes. The team feels that the college is in the developmental stage of the student learning outcomes process.

11. **General Education**

    The team confirmed that Evergreen Valley College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. General Education requirements are published in its college catalogue.

12. **Academic Freedom**

    The visiting team verified that the college faculty and students are free to examine and test all knowledge appropriate to their discipline or area or major study as judged by the academic community. The Academic Freedom Policy adopted by the college and district is made public in the college catalogue.

13. Faculty

The team confirmed that Evergreen Valley College has 113 full-time faculty including certificated counselors and librarians. Instructional faculty meets the minimum qualifications as established by the Academic Senate of California Community Colleges. The duties and responsibilities of faculty are outlined in board policy, and the collective bargaining contract. The team verified that its faculty received their academic degrees from accredited colleges and universities.

14. Student Services

The visiting team verified that the college provides comprehensive student services. The services are aligned with the mission of the college and meet the needs of the students

15. Admissions

The team confirmed that the college adheres to admission policies consistent with its mission.

16. Informational and Learning Resources

The team verified that Evergreen Valley College operates a library and learning center which provides student access to electronic and print resources sufficient to its educational purposes.

17. Financial Resources

The team verified that Evergreen Valley College currently has an adequate funding base, financial reserves, and plans for financial development that are adequate to support its mission and to ensure financial stability.

18. Financial Accountability

The team verified that the college annually undergoes and makes available an independent external financial audit performed by a certified public accountant.

19. Institutional Planning and Evaluation

The visiting team confirmed that Evergreen Valley College has a system of planning and program review process complete with unit action plans. The college has an educational master plan that guides its planning process.

20. Public Information

The team verified that all the eligibility requirements for public information are contained in the Evergreen Valley College published catalog, website, and an array of other printed materials.

21. Relations with the Accrediting Commission

The visiting team confirmed that the Evergreen Valley College adheres to the eligibility requirements, standards, and policies of the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accreditation status in a timely manner, and agrees to disclose information required by ACCJC to carry out its accrediting responsibilities.

General Observations

Evergreen Valley College's self study report does an admirable job in describing how the college is addressing the standard, what the college is doing to meet the standard, and in describing future planning agendas to strengthen or meet the requirements within the standard.

The college is committed to achieving student learning and has a statement of mission that defines its intended student population and guides its planning processes. The most recent review and governing Board approval of its mission statement were completed in spring 2010. Its academic programs and services are clearly aligned with the college's mission statement which is published in the college catalog.

It appears that the college relied heavily on the outgoing president to help focus efforts towards meeting the numerous recommendations from the previous team and to begin the process of adopting student learning objectives in courses and programs. The challenge will be to continue this process once the president leaves the college later this fall.

Standard IA: Mission

Findings & Evidence

Evergreen Valley College's Mission Statement, approved by the board in May 2010, is *"With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens."* The Institutional Effectiveness Committee (IEC), formed in 2006, is charged with reviewing the mission statement every three years. The previous mission statement, last revised in 2006, was reviewed again on October 23, 2009 at an All College Retreat organized by the IEC involving approximately 50 faculty, staff, students, and administrators. Final voting took place at the college's Professional Development Day on January 29, 2010 followed by approval by shared governance committees. Although the mission statement is published in the college catalog, student handbook, and the college's website, the team strongly urges the college to include the mission statement in subsequent class schedules. In addition, strategic initiatives (Student Centered, Community Engagement, and Organizational Transformation) were developed to focus college-wide efforts on its mission. However, results from the most recent employee survey indicated that there is a need

to inform the college community about the college's mission and strategic initiatives. (Standards I.A, I.A.2, and I.A.3)

The college is to be commended on the variety of student learning programs and services aligned with its purposes, character, and its student population. Educational programs have been developed to meet the needs of its underprepared students (e.g., developmental/basic skills, ESL, and honors classes). Learning centers (Learning Resource Center and Math and Science Resource Center) provide academic support. Three special programs support specific ethnic populations: Academic Force for Inspiration, Retention and Matriculation (AFFIRM) for African-American students, Asian/Pacific Islander Resource for Excellence (ASPIRE) for Asian/Pacific Islanders, and ENLACE for primarily Latino students. Effectiveness of these special programs is determined through program review coordinated by the Institutional Effectiveness Committee (IEC) and Student Services Council. Institutional reports on student success within these programs are posted on the district's data portal and indicate increased success rates. Portions of the 2010 spring class schedule are also translated in Spanish and Vietnamese. (Standard I.A.1)

The college utilizes the mission statement in its planning processes. For example, the institution developed Commitments to Action (CTA) statements which are specific objectives aligned with the college's strategic initiatives. Planning at the department/division level (e.g. program review) continues with their own CTAs that are aligned with the institutional CTAs. Although the self-study mentions that the college's divisions and departments meet to review progress on achieving institutional goals through the CTAs on an annual basis and set new CTAs, that process has been suspended since 2009. CTAs were last identified for 2007-2008 and 2008-2009. There is a need to conduct a college-wide planning process on an annual basis. The college uses program reviews to help determine future resource allocations through a shared governance process. It is unclear how budget requests from other off-cycle departments are incorporated into budget planning and allocations. (Standard I.A.4)

Standard IB.   Improving Institutional Effectiveness

Findings & Evidence

The college has five councils, eight standing committees, three ad hoc committees, and five functional work teams consisting of faculty, students, administrators, and staff engaged in continuous open dialogue concerning improvement of student learning and institutional effectiveness. The college is engaged in an ongoing discussion regarding the implementation of Student Learning Objectives (SLOs) in individual courses as well as in instructional and student

service programs. The Staff Development Committee promotes dialogue through the biannual Professional Development Day events and the academic divisions hold monthly meetings to discuss institutional effectiveness and the implementation of SLOs within the divisions. The Institutional Effectiveness Committee (IEC) was created in 2008. It reviews academic programs and student services, as well as plans developed by various constituencies within the college to ensure they are aligned with the mission and its planning efforts. Additionally, administrators, faculty, and staff have created an Equity Scorecard to assess basic skills instruction and services using the USC Center of Urban Education Equity Model. Likewise, the Achieving the Dream initiative builds upon three existing programs, AFFIRM, ASPIRE, and ENLACE, that serve students from low-income and first-generation families. The college is committed to the development and assessment of SLOs in courses, programs, and student service programs as evidenced in the "SLO Implementation Timeframe for Courses" that requires new courses to contain SLOs, implements SLOs for all courses by the end of fall 2010. The SLO Subcommittee is assisting faculty and programs in the development of SLOs. As evidenced in the SLO Subcommittee Implementation and Progress Plans, the college is committed to having SLO assessment for all courses by the 2011-2012 school year, including courses that adjunct faculty teach. Throughout the visit the team heard that the college is prepared to drop courses that do not contain SLOs by the spring 2011 semester. (Standard 1.B.1)

With the arrival of the new president and vice president for academic affairs and the hiring of a new team of deans, the college began an extensive effort to develop initiatives and design a new resource allocation model based on its mission and planning processes. During 2006 and 2007, a broad based constituency of staff, faculty, administrators, and students drafted and began refining three Strategic Initiatives with Success Metrics and CTAs. The Strategic Initiatives were divided into three parts focused in students, the larger community, and organizational transformation. Each of these initiatives was further subdivided into three focus areas. The initiatives included Success Metrics designed to assess progress toward the initiatives, as well as Commitments to Action (CTA) within each of the focus areas to provide a roadmap to achieve each initiative. The drafts and assessment tools were presented to the campus community for feedback and discussion through All College Meetings and Professional Development Day workshops. The results were posted on the college website and responses gathered and reviewed by the groups assigned to each initiative. These products were then discussed at division and department meetings where CTAs were developed to carry out the Strategic Initiatives. With the overall initiatives agreed upon, programs and departments then developed initiatives including metrics and CTAs.

Although designed as an annual process, the last time the college used the process was during the 2008-2009 academic year; at which point, the status of each college-wide CTA was reported. The college reviewed the mission statement in spring 2010 and will return to the Strategic Initiatives process during the 2010-2011 academic year. The division and department pages on the Strategic Planning page of the college website also not seem to be updated after 2007-2008 school year. The college's program review criteria was revised a year ago and now requires programs to show the success rates for targeted student groups and evidence of assessment of SLOs as part of the scheduled departmental program review process. Additionally, the Equity Scorecard and Achieving the Dream processes involve the collection of data of targeted student groups concerning retention and success rates in lower level math courses. This data will be used to develop intervention programs. The college has contracted MAAS Companies to assist with the development of the Educational and Facilities Master Plan and the 2025 update. The report details the demographics of the community served by the college as well as industry trends in the region that assist the college in its decision-making process for space and budget needs. (Standards 1.B.2 and1.B.3)

A major outcome of this process, and one that the college should be proud of, is the dramatic improvement in the college's transfer rate, which is directly linked to the Strategic Initiatives and the CTAs that improved the Transfer Center program in Student Services. Likewise, the Community Engagement initiative helped focus success metrics and CTAs to reach out to local high schools and bring about an increase in enrollment. Finally, the Organizational Transformation initiative brought about a more transparent and shared governance decision-making process at the college such as the district handbook, "Planning and Budgeting: a New Process." Unfortunately, this initiative was not utilized after 2007 due to budget constraints. Additionally, the revision of the Strategic Initiatives that was scheduled for spring 2009, and work on the Equity Scorecard initiative were also delayed due to the budget crisis. The team understands that the IEC scheduled review on November 5, 2010 will tie the budgeting process back into the Strategic Initiatives and CTA process. (Standard 1.B.4)

The budget crisis has impacted many aspects of the college. The college has not had an institutional researcher on staff and must rely on the district research office to evaluate programs and develop statistical data on institutional effectiveness. Based on faculty interviews, there is a need for more of an on-campus presence of district research staff. Issues of importance are communicated in various forms including emails, Professional Development Days, First Thursdays, Strategic Planning Retreats, and on the website. The self study identified the Marketing and Community Relations Office and the quarterly "InFlight Newsletter" that the office produces as another means that the college uses to communicate to appropriate

constituencies; however, the college has not had a director for the office since 2009 and has stopped publishing the newsletter. (Standards 1.B.5 and 1.B.6)

The college relies upon the Institutional Effectiveness Committee (IEC) to lead its educational planning, program review, and accreditation processes. Although the self study describes an annual process for assessing achievement on the Commitments to Action agendas, work appears to be stalled on this process. Additionally, as mentioned above, the college resource allocation process has been halted until the statewide budget crisis improves. The college appears to have partially met the standard through the creation of the IEC; however the college appears to have abandoned its planning and program review processes and its resource allocation process. (Standard 1.B.7)

Conclusions
Despite the college's commitment to its mission and strategic initiatives, communication among its employees needs improvement and the college acknowledges the need with a planning agenda. However, the planning agenda does not give specific action plans.

It is unclear if there is follow-up after submission of program review other than the subsequent cycle. The current program review template does not address recommendations made from the last cycle of program review. In addition, systematic follow-up on Commitment to Actions (CTAs) is needed to establish degree to which strategic initiatives are accomplished.

The college has developed a strategic planning process (Strategic Initiatives and Commitments to Action) that is tied to its mission and the district's new budgeting process. Due to the statewide budget crisis, the new processes were not fully utilized in the past year and a half. The mission statement was revised in spring 2010 and the strategic planning process will be reviewed on 5 November 2010. The budget crisis was identified throughout the self study as the college reported that it could not hire sufficient administrators and staff, has not been able to purchase needed equipment and materials or meet its professional development commitment and has difficulty improving these programs, finally, the budget situation appears to be hindering progress on current technology initiatives. The college has partially met the standard.

Recommendations

Recommendation 1
In order to fully meet the standard, the college should integrate and publish a systematic review process within the college's strategic plan for all of the college's planning processes

(including resource allocations) for effectiveness of all departments, programs, and services, and should implement any modifications based on evaluation results. (I.B.3, I.B.4, I.B.7, II.B.3, III.D.1.a, III.D.2.g, III.D.3)

Recommendation 2
The team recognizes that progress has occurred with identification of course level student learning outcomes; however, the team recommends that efforts be accelerated to complete SLO identification and expand recurrent cycles of authentic assessment and improvement for all instructional and student services programs, with campus-wide dialogue on results, in order to reach proficiency level by 2012.   Furthermore, faculty and others directly responsible for student progress towards achieving student learning outcomes should have, as a component of their evaluation, effectiveness in producing those learning outcomes.. (I.B.1, I.B.3, I.B.4, I.B.7, II.A, II.A.1.c, II.A.2.a, IIII.A.2.b, II.A.2.f, II.B, II.B.4, III.A.1.c)

District Recommendation 1
The district, in collaboration with San Jose City College and Evergreen Valley College, should develop and implement a plan that will provide the necessary resources to increase college and district research capacity to analyze progress toward achieving institutional goals and objectives including improvements in student achievement and student learning. (I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, II.A.2.c, II.A.2.e, IV.B.3.b)

STANDARD II – Student Learning Programs and Services

General Observations

From the self study it is apparent that Evergreen Valley College has spent a significant amount of time since the last visit organizing the instructional programs, adding student support programs in key academic areas, and revising aspects of the governance structure to better oversee planning processes. The newly formed Institutional Effectiveness Committee (IEC) is responsible for program review, program planning, and accreditation. In addition, the SLO Subcommittee, consisting of faculty and administrators, was established in fall 2009 as a part of the All College Curriculum Committee (ACCC). Participating in two state-wide projects, the Equity Scorecard and Achieving the Dream project has provided EVC with a visionary focus and additional data to assist with discussions regarding student achievement and transfer rates. The new SJECCD data portal provides relevant data sets needed for program review and the evaluation of student enrollment trends. A culture has been developed that is more focused on "equity-minded thinking" than "deficit thinking."   It is evident that the administrative group, especially the team of Deans, has had a period of stability that has resulted in embedding a positive shift in culture.

Evergreen Valley College provides comprehensive student support services to meet the varied needs of a diverse student population. The college offers myriad student support services including: Outreach, Admissions/Records, Assessment, Orientation, Counseling and Guidance, Transfer, Career and Job Placement Services, Veterans Affairs, Health Services, Financial Aid, Disabilities Support Program, Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education, Student Support Services/TRIO, ENLACE, Academic Force for Inspiration, Retention and Matriculation (AFFIRM), Asian/Pacific Islander Resources for Excellence (ASPIRE), Outreach and Advocacy for Spanish Speaking Immigrant Students (OASSIS), Foster and Kinship Care Education Program, Child Development Center, and CalWORKS. Additionally, the college provides a host of learner support services including: Center for Service Learning and Public Service, Honors Program, Campus Tutor Center, Writing Center, Math and Science Resource Center, Language Arts Center, Reading Lab, Writing Lab, ESL Lab, English 1L Lab and the Electronic Classroom.

The current Library and Learning Resources (LRC) programs are housed in a Library and Educational Technology Building which opened in June 2004. The building also houses the Campus Tutorial Center Distance Education Program, Educational Technology Programs (including @ONE Training, a collaborative project funded through the California Community College Chancellor's Office), and the Campus Technology and Support Services. The Tutorials/LRC also has programs and services outside of the Educational Technology Building including the Language Arts Labs (ESL Lab, Reading Lab, and Writing Center) , as well as the Math and Science Resource Center and the Business labs (Business and Workforce Development).

Standard II A Student Learning Programs and Services

Findings and Evidence

Evergreen Valley College seeks to offer educational programs that "empower and prepare students from diverse background to succeed academically, and to be civically responsible global citizens." Through offering classes in basic skills, career technical education and transfer level, students are provided courses that are consistent with its mission in curriculum content and student learning outcomes. (Standard II.A.1)

Evergreen Valley College has a diverse student population and offers 31 associate degree programs and 28 certificate programs. The college provides a number of programs to support the diversity of the student population including AFFIRM, ASPIRE, ENLACE, HIS Transfer Project, OASSIS, and the Honors Institute. The college uses an "equity minded approach" in all program planning and through the IEC and shared governance, informs the campus community. Although the college has begun the SLO development at the course, program and institutional level, many courses and programs have yet to identify their student learning outcomes and their assessment methods. For courses and programs that have identified SLOs, assessment work has not begun in earnest. More campus-wide dialogue would improve EVC's continuous improvement model and insure that the college institutionalizes the process in a clear and formalized manner. (Standard II.A.1.a)

Evergreen Valley College offers instruction in a number of modalities that include lecture/lab, short term courses, independent study, off-campus courses, tele-courses, hybrid courses, and online instruction. EVC has a strong, community-based ESL program that offers non-credit to credit ESL on multiple levels. Online instruction or Distance Education is developed in response to student requests, assessment conducted by the faculty, and overall needs for efficiency in

using physical classroom space. Although there has been a steady increase in Distance Education courses over the past 9 years, the development plan is unclear, the infrastructure needs to be reviewed and online evaluation developed to assess the quality of the colleges' online program. (Standard II.A.1.b)

The college has formed the Institutional Effectiveness Committee which meets regularly as a part of the shared governance system to ensure that the SLO and assessment development plan is integrated into the program review process. Evidence reviewed at the time of the visit confirmed that this work is on track, and a number of course level SLOs have been created (79%). Individual discipline plans for review and assessment have not been confirmed, with the exception of select CTE programs. The SLO sub-committee (a sub-committee of the All College Curriculum Committee) is actively engaged in dialogue regarding effective assessment strategies that can be consistently implemented throughout the curriculum. (Standard II.A.1.c)

Instructional quality at Evergreen Valley College is maintained through the work of the curriculum committee and program review. The college has put a lot of obvious effort into developing planning processes and increasing transparency by sharing data through the new SJECCD Data Portal. The Self Study has indicated that progress has been made in creating an assessment process for SLOs and that the faculty is involved at every level; however, no course level assessment, with minimal exceptions, has been completed. (Standards II.A.2.a and II.A.2.b)

The team found evidence of college processes that evaluate its quality of instruction, breadth and depth of coursework, and appropriate rigor. Through the full time and adjunct faculty evaluation process, the college ensures the quality of its instruction meets its mission. Through the college program review process for instructional departments and programs, the college further ensures instructional quality by assessing sequencing, time to completion, and currency. In addition the team found strong evidence of the colleges' incorporation of advisory committees for vocational programs to ensure quality, relevancy, and compliance with industry standards. (Standard II.A.2.c)

To increase student success and meet individual learning styles, the college offers courses and programs in the traditional semester length lecture/lab courses, short term courses, online courses, hybrid courses, and directed study courses. Many courses incorporate laboratory experiments, group discussions and projects, field trips, guest speakers, writing assignments, and computer based learning to ensure delivery methodologies that reflect the diverse needs of its students. The college has also developed several special programs to assist students from diverse cultural backgrounds with their academic program. Benchmark from these programs

data has been provided to the college and there is reference to core teams taking the lead on improving overall student success as a result of these special program tutoring efforts. However, it is not clear how these specialized programs are widely communicated, reflected on, and integrated through on-going department meetings, division meetings, or campus forums. (Standard II.A.2.d)

The Institutional Effectiveness Committee is primarily responsible for bringing together the elements of SLO assessment, program review, and accreditation into the strategic planning process. This process has been consistently on-going for the past three years and a number of achievements occurred in spring 2010 that include an updated mission, review of the Strategic Initiatives and the revision of the Educational and Facilities Master Plan with the assistance of the MAAS consulting group. (Standards II.A.2.e and II.A.2.f)

It is noted that the English Department at Evergreen Valley College has used a departmental exam to assess student's writing ability. Results have been shared with the faculty and results are evaluated through a norming process. (Standard II.A.2.g)

The self study has indicated that the student learning outcomes for all courses will be identified by 2012, and that the SLO Advisory Committee is assisting in the development of institutional level SLOs with an assessment plan. A review of the current college catalog revealed that not all program level outcomes are provided in the catalog. The assessment plan is unclear and does not include all discipline areas. On-going dialogue is needed as the college continues to work towards a continuous improvement model of all academic programs. (Standards II.A.2.h and II.A.2.i)

Evergreen Valley College has included a statement of philosophy regarding the value of general education that is contained in the catalog and covers all transfer and vocational programs. General education requirements are listed in the catalog along with the requirements for the Associate Degree in Arts (AA) and the Associate Degree in Science (AS). A review of the college catalog found that general education requirements for each of the associate degrees include a statement of philosophy describing the value of general education in creating educational breadth. (Standards II.A.3, II.A.3.a, II.A.3.b and II.A.3.c)

Each major comprising the degree has a minimum of eighteen units of specified course work. The specified course work may in a major field of study or in general studies with particular emphasis. In addition, students much complete a minimum of 60 units including courses in each of the areas of general education. Students must also have a 2.0 grade point average in

order to receive the associate degree. It is not evident how the GE requirements are reviewed through the IEC program review process or how general breadth is assessed. (Standard II.A.4)

Evergreen Valley College utilizes an extensive network of advisory committee members who are dedicated to career and technical education programs at the college. The team was able to attend a meeting of CTE advisory committee members and was impressed with their commitment to vocational and technical programs at Evergreen. Evergreen Valley College has demonstrated its strong commitment to CTE training and is commended for their development of a dedicated advisory network. (Standard II.A.5)

The EVC catalog and class schedule provides current and descriptive information regarding certificate and degree requirements. The Equity Scorecard Evidence Team developed a model syllabus that includes the course SLOs which has been shared with the faculty. The planning agenda item to "incorporate SLOs from the approved course outlines in every course syllabus" needs additional detail and analysis of rigor. (Standards II.A.6 and II.A.6.a)

Evergreen Valley College has an appropriate program discontinuance process and assures students that they will be able to meet all course requirements if programs are eliminated or significantly changed. In addition the college has a number of appropriate publications to represent all aspects of program services, mission and college policies. A branding strategy has been developed so that there is a consistent format and style for all media materials. (Standards II.A.6.b and II.A.6.c)

The Evergreen Valley College catalog, board policy, and faculty contract outlines how the college and district value academic freedom and how this value aligns with the district's core values of "equity, opportunity, and social justice." The team also found that course syllabi contain expectations of student academic honesty and integrity. Policies concerning academic honesty are also contained in the college catalog and the schedule of courses. The team could not find evidence that the college has a code of conduct for faculty, staff, administration, and students. (Standards II.A.7.a-c)

Conclusion

Evergreen Valley College is to be commended for their work in establishing the Joint Advisory Committee in the Business and Workforce Development division. It is obvious that the community is deeply committed to the programs offered by the college and takes an active part in establishing cutting-edge curriculum and innovative teaching methods that are reflective of the training needs of the community.

Evergreen Valley College is emphasizing a data-driven, equity minded approach to program review and instructional planning overall. This process has been facilitated by participation in the Equity Scorecard and Achieving the Dream initiatives which are providing the dialogue and framework for an equity-minded review studying student success and reviewing achievement.

The team found that the college is at the development stage for student learning outcomes for courses and programs. Although the college has identified a "calendar" for student learning outcome implementation, it was unclear if the college will be proficient by 2012. The team did not find evidence that program level SLOs and assessments have been identified for several of the colleges programs. Furthermore, course level assessments need to be developed with a strategy for identified improvement implementation.

Evergreen Valley College partially meets this standard.

Standard II B. Student Support Services

Findings and Evidence

Evergreen Valley College provides comprehensive student support services to recruit, matriculate, and support the varied needs of a diverse student population. Departments and services within Student Affairs participate in the college's planning, evaluation and review process. The departments and services in Student Affairs are moving toward the development of a culture that consistently utilizes data and research to better meet the needs of students. The creation of new systems such as the data portal, the explicit incorporation of qualitative and quantitative data into the program review process, and the adoption of new data-driven initiatives such as Achieving the Dream and the Equity Scorecard represent leading-edge indicators of an evidence-based culture. Evidence exists, for example, to suggest that the college's decision to implement an Early Alert System Pilot in spring 2009 was a direct result of institutional dialogue involving information garnered through the Equity Scorecard project. Based on results from its 2006 Educational and Facilities Master Plan, the college has enhanced students' access to academic advising, tutoring and other support services via online, phone and expanded in-person hours of operation.

Student learning outcomes have been developed for some, but not all Student Affairs Departments. There is minimum evidence to suggest that surveys are used generally to better understand students' needs and satisfaction with services. The Equity Scorecard and Achieving the Dream Initiative are cited as evidence of ongoing efforts to identify, discuss and develop

strategies to support student success. However, questions remain as to the level of institutional dialogue and follow through with these initiatives and the level of involvement of the Student Affairs Departments. (Standard II.B.I)

The college publishes annually a catalog readily available in both hard copy and online with accurate and precise data as it pertains to information, policies and procedures. The catalog is reviewed and updated for accuracy on an annual basis by each relevant program or department. (Standards II.B.2, II.B.2.a, II.B.2.b, II.B.2.c and II.B.2.d)

The Student Affairs Division offers comprehensive student support services in a variety of formats including face-to-face, telephone and online. It also promotes and provides many of these services in a variety of languages. OASSIS, ENLACE, AFFIRM, and ASPIRE Programs serve as several means of conducting targeted outreach and providing support and services to underrepresented students. Assessment for placement is required for English, ESL, math and reading. Assessments are provided for both native and non-native speakers of English. (Standards II.B.3 and II.B.3.a)

Central to the mission of Evergreen Valley College is developing civically responsible global citizens. Toward the fulfillment of this mission, the College offers varied opportunities for student involvement and personal development. The Center for Service Learning and Public Service connects academic learning and community service through reflection and critical analysis. The President's Speaker series and other college-wide events invite students to consider diverse perspectives and important, global issues of importance. Currently the Associated Students and Office of Student Life has a student-elected council of 13 officers that direct a variety of student activities, from voter registration to blood drives to political advocacy. While evidence suggests the college provides opportunities for civic engagement and personal development, questions remain whether the college evaluates these efforts and identifies opportunities for improvement. (Standard II.B.3.b)

Counseling services are designed to meet the diverse needs of students. Services are provided in multiple languages through matriculation processes via a one-stop and single day events both on campus and at local feeder high schools. Services are also provided through various support programs and the Counseling and Guidance Office, both in person and online via email. Coordination across counseling service areas is evidenced by the use of shared folder technology for Student Educational Plans. The college evaluates its counseling services through program review and the analysis of other relevant data (i.e. SARS reporting).

Program review for counseling was incorporated into the categorical program review process, which contains limited information on the Counseling and Guidance Office. Further, limited evidence exists to confirm that program review was conducted three years prior, according to the Program Review Schedule, 2005-2014. No evidence was provided demonstrating that counseling faculty and staff maintain currency and relevancy in their discipline; nor that they and/or others are adequately prepared for their advising function. (Standard II.B.3.c)

The guiding principles of Evergreen Valley College's mission are equity, opportunity and social justice. These principles are reflected in the myriad student services and special support programs designed for students from underrepresented groups including AFFIRM, ASPIRE, ENLACE, DSP, EOPS and OASSIS. The Diversity Action Council facilitates a variety of training programs and workshops as part of college-wide efforts to create and support a student-centered, equitable, cooperative, learning and working environment. Numerous cultural and artistic events offered throughout the year further demonstrate that the college promotes student understanding and appreciation of diversity. The college evaluates its work in this area through student and staff surveys. (Standard II.B.3.d)

The college regularly reviews and updates admission instruments. Multiple measures are used for placement of new students into appropriate courses. The college currently provides a variety of testing options for both native and non-native English speakers in both a computerized and paper and pencil formats. The college validates its placement instruments to ensure against bias. (Standard II.B.3.e)

The college is in the process of electronically imaging hard-copy student records. Policies pertaining to the release of student records are published in the college catalog and schedule of classes. (Standard II.B.3.f)

With the development of the IEC in 2006 and the SLO subcommittee in 2009, Evergreen Valley College has made significant strides toward developing more effective processes of evaluating student support services. A data-informed review process now exists for the review of all student services programs. The process is clearly delineated on the website and there is evidence that the most recent program reviews have been widely disseminated for review and discussion. Evergreen Valley College demonstrates some progress relative to the development and implementation of student learning outcomes. In fall 2009, the college established the SLO subcommittee that developed a framework and timeline for the development and assessment of student learning outcomes for student support programs. Limited evidence exists to confirm

that the college has kept pace with the timeline. The chart in the current self study is unclear as to where exactly EVC is in the process (Standard II.B.4).

Conclusion

The Evergreen Valley College student affairs programs are comprehensive, reflecting a strong sensitivity to diversity and meeting the unique needs of a diverse student body. Focused efforts are evident relative to the development and implementation of more robust planning, evaluation and decision-making systems. Sustained effort is needed to continue the positive momentum begun over the last two years.

The college is committed to diversity efforts, particularly through the efforts of the Diversity Action Council that provides campus-wide advocacy and education on diversity for the campus community and in support of a number of cultural groups.

Evergreen Valley College meets this standard.

Standard II.C Library and Learning Support Services

Findings and Evidence

The library consists of a 26,000 square-foot facility with a seating capacity of approximately 300, including an open reading room, individual study carrels, group study rooms, and DVD/VHS viewing stations. The library's mission statement outlines the role of its facilities and its place in the educational process, particularly in the realm of information competency. The library has 86 computers available for student, staff and faculty use within the library. The Electronic Research Area (ERA) classroom is used for Information Competency sessions. Wireless internet is available throughout the building. Library services include Reference Services (In person, via chat and Twitter), formal, group instructional sessions scheduled in the ERA by faculty and interlibrary loan, particularly with San Jose City College. EVC students have access to over 8,500 electronic books (full-text online) and to thousands of full-text articles from journals, magazines and newspapers via the databases EVC library subscribes. In order to access the databases remotely, students are required to enter their student ID number. (Standard II.C.1)

The library has a Collection Development Policy which guides the librarians and faculty in the selection, evaluation, and de-selection. Any faculty member proposing a new course or revising

an existing one must meet with the Curriculum Librarian who assesses the current collection and recommends additional materials. (Standard II.C.1.a)

The library's instructional program which includes information competency components, serves students through their reference services, formal information competency instruction via library instruction sessions for classes, and a 3 unit Information Competency Course. The library works collaboratively with the Disabled Students Program on campus to ensure that students with disabilities have access to assistive technology in the library including a dedicated DSP room equipped with two computers with Kurzweil, Dragon Naturally Speaking, ZoomText, and JAWS. (Standard II.C.1.b)

Campus Tutorial Center/Learning Resource Center (LRC) houses the Open Computer Lab, LRC computer classrooms, Distance Education program, and Campus Tutoring Center. The LRC includes space for tutoring, independent study, workshops, computer individualized instruction, small and large group instruction, and classrooms for Distance Education students. The LRC includes adaptive technology for students with disabilities. The LRC Open Lab and LRC computer classrooms are supervised by four faculty members and two Instructional Support Coordinators. The Open Lab is available to all EVC students on a drop-in basis for Internet, word processing, and research purposes. The Distance Education classrooms are available for Distance Education class orientations, review sessions, exams, video conferencing, instructional video taping, and web streaming. Classes can be delivered via video conferencing to other institutions, or video broadcast on the educational access cable station. The Campus Tutoring Center provides free tutoring services and support, student workshops, and independent and group study in various subjects for registered EVC students. The LRC also has programs and services outside of the Educational Technology Building including the Language Arts Labs (ESL Lab, Reading Lab, and Writing Center) , as well as the Math and Science Resource Center and the Business labs (Business and Workforce Development). (Standard II.C.1.c)

The library staff evaluates their services through surveys that include the Student Accreditation Survey, an in-house student survey of circulation, an in-house student reference survey, the Faculty/Staff accreditation Survey, and an in-house faculty survey for library instruction. Quantitative statistics are collected annually on the number of items (books, reserves, etc) checked out from the library, number of reference requests, number of instructional sessions, the number of hits to the library website, the number of database searches made, and the number of holdings the Library has. (Standards II.C.1.d and II.C.1.e)

The library cites program review (2006) as its planning document and student and staff surveys as its assessment of its services and programs. The program review for the library is scheduled for 2011-2012. The previous program review, written in 2006, uses the (SWOT – Strengths, Weaknesses, Opportunities and Threats) modality and lists three goals. There are almost one hundred activities listed to accomplish the goals.

The library reference staff embedded information competency concepts in their reference interviews, while the librarians involved in more formal instruction work more in depth on the concepts and skills. The library's CTAs for 2010-2011 is to develop more research technique workshops. The library has developed assessment surveys for each instruction point. The library has introduced information competency concepts in pilot projects such as online tutoring; the College's "Night on Caffeine", EOPS/CARE workshops that has now been institutionalized and has evaluated the efficacy through student and faculty survey evidence. However, there is no program to introduce information competency formally to students outside of library services and courses.

 A component of the library's efforts to evaluate and improve its services involves conducting surveys on its campus. These surveys include the Student Accreditation Survey, an in-house student survey, an in-house student reference survey, Faculty Accreditation Survey, and faculty survey for library instruction. These surveys provide the necessary feedback for improving library services and evaluating student learning outcomes achieved as described in the library's program review.

The library provides collection services (book, reference and journal collections) to both on campus and off campus students. The library's in-house survey of students demonstrated that students were satisfied with the database collections in doing their course assignments and in their personal research needs. However, the library has not surveyed the DE students specifically. (Standard II.C.2)

The college meets this standard.

Conclusions

The library is to be commended for reaching out to students both online and within the library. The library has a very comprehensive "to do" list of activities in support of their program review goals.

Evergreen Valley College meets this standard.

Recommendations

See Recommendation 1

See Recommendation 2

See District Recommendation 1

Recommendation 3

In order to meet the standard and improve effectiveness, the team recommends that the college develop a college-wide professional code of ethics that is aligned with the stated mission and values, and reflective of activity to support continuous improvement in all instructional, operational, and service areas. (Standards II.A.7.c, III.A.1.b, III.A.1.d)

Recommendation 4

In order to meet the standard, the team recommends that the college complete the review and revision of all course outlines of record and ensure that the catalog information regarding currently offered courses and programs is accurate. This action should be implemented to ensure currency, relevancy, and instructional quality. (II.A, II.A.2.e, II.A.6.c, II.B.2.a, II.B.2.b)

STANDARD III – Resources

General Comments

Evergreen Valley College has policies and practices in place to assure that qualified personnel are hired to support learning programs and to improve institutional effectiveness. Written evaluation policies are in place. Evidence suggests that evaluations for classified staff are not occurring on a regular cycle as many are not current. All employee groups are provided opportunities for professional development. Consistent with its mission, EVC demonstrates the important roles played by persons of diverse backgrounds and makes positive efforts to be inclusive of diversity in its hiring practices. Human resources planning are integrated into the program review process; however, it is difficult to understand how the cycle of program review address short-term staffing needs for instructional and non-instructional programs.

Evergreen College is located on a 175-acre site in the eastern foothills of San Jose. Campus infrastructure includes twenty one buildings and three portable areas on the main campus, plus recreational facilities. The facilities are used to provide comprehensive educational programs for the southeastern part of San Jose. The facilities planning, construction, safety and skilled maintenance functions are coordinated at the District Office. The college oversees and coordinates the grounds and custodial services. The college stakeholders are significantly involved in the development of facilities plans for the college. The college also has a separate Facilities and Safety Committee. The district ensures the safety of the college students and staff through a police force and extensive emergency response planning.   The college stakeholders also have input into the planning and recurring actives of these functions through the Safety and Facilities Committee, Budget Committee, Institutional Effectiveness Committee and College Council.

The college is on pace to refine the role of the Campus Technology Committee where better coordination and connection between coordination and connection between the college's Campus Technology Committee issues that focus with the district's Information Technology Support Services are made. The Campus Technology continues to address critical issues such as the expansion of distance education as indicated in the Educational and Facilities Master Plan conducted in spring 2010. The draft of the Evergreen Valley College Technology Master Plan was in the revision process in May,18 2010; however, the college has decided to wait to finalize this since the Educational and Facilities Master Plan is underway. The college's Technology Plan will be finalized as the Educational and Facilities Master plan gets completed

which will be a comprehensive guide for distance education as well with needed facilities technological upgrades with plans to conclude this process in spring 2010.

The college budgeting process follows the guidelines established in the *Planning and Budgeting: a New Process for Budgeting.* This process involves the allocation methodology of financial resources to the college. The college budget planning process involves all college stakeholders. The annual budget is currently developed with the primary guidance and oversight of the president, Budget Committee, College Council and district-wide Budget Committee.

Over the course of the last few years due to the severe state budget crisis, the district and college have been utilizing significant levels of reserves to minimize the impact of budget shortfalls on students, community and college operations. This has seen the districts reserves decline from 15% in 2006-07 to a projected level of 5% for 2010-11. This represents the California Community College Chancellors Office minimum prudent reserve level.

The college and district provide adequate controls to ensure the integrity and responsible use of the institutions financial resources. The organization has timely and accessible financial information for assisting faculty, staff and administrators in managing department and or program budgets at all levels of the organization.

Standard III.A   Human Resources

Findings and Evidence

Most human resources functions are provided at the district office, not at the Evergreen Valley College site. Job announcements are available online, and applications can be submitted online. A review of job announcements from different employment categories (management, faculty, and classified) confirmed that criteria and qualifications are clearly stated in the electronic job announcements. Job announcements reflect the mission and goals of the college; for example, the sensitivity to diversity is clearly stated. Reference checks are required for all categories of employment. Criteria for the selection of faculty include knowledge of the subject matter, discipline expertise, duties and responsibilities that contribute to effective teaching and a message from the chancellor about the mission. Job announcements make clear that only degrees from accredited institutions or recognized by U.S. accrediting agencies will be recognized. An equivalency process exists for faculty applications. (Standards III.1 and III.1.a)

Evidence confirms that screening committees receive detailed and consistent instructions on how to select candidates. Screening committees receive training at least once a year utilizing detailed instructions the procedures for screening. Tips for scheduling and conducting the interview that includes sample questions provide detailed guidance. Board Policies 1915 and 1920 on recruitment and hiring provides a detailed description of what the college means by sensitivity to diversity, including the sensitivity, knowledge, understanding and experience to serve a diverse student body. (Standard III.A.1.b)

The team confirmed that the college has written criteria for evaluating each employee group – administration, classified staff, and faculty, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. For administrators and classified staff, these criteria are explicit and well stated, and allow room for evaluator comments. Evidence confirms that evaluations assess effectiveness of personnel and also encourage improvement. The college provided data showing that 41% of classified evaluations, 79% of administrator evaluations, are current. The team was not able to assess the percentage of full time faculty and part time faculty evaluations that have been completed. EVC needs to improve the currency of classified evaluations in order to establish a regular cycle of evaluation.

The faculty evaluation process does not have a component referring to effectiveness in producing student learning outcomes. For faculty evaluations, student learning outcomes are "indirectly" considered via conformance to the course outline of record. The team found that the college does not meet this standard. (Standard III.A.1.c)

Evidence confirms that the college has a Code of Ethics for the Board of Trustees. However, there is no code of ethics for faculty members or classified staff, except in the area of consensual sexual relationships and academic freedom. Evidence confirms that a code of ethics exists for students. Student behavioral standards and consequences are spelled out in the college catalog, including very specific statements about violations of the academic integrity policy. The college partially meets this standard. (Standard III.A.1.d)

The college retains adequate numbers of full-time faculty despite budget cuts, with a ratio of 60% full-time to 40% part-time. Productivity is high, assuring that existing faculty members are well utilized. Administrators and classified staff levels have also been affected by budget cuts, but evidence suggests that levels are sufficient to fulfill the mission and functions of the college. (Standard III.A.2)

Evidence confirms that the college establishes written policies ensuring fairness in all employment procedures that are posted on the Human Resources web site. The employee

survey is difficult to interpret on the issue of equity because the prompt also includes regularity of evaluations. The employee survey shows majority of respondents indicated that search and selection policies are fair to all applicants. (Standards III.A.3 and III.A.3.a)

A review of classified and faculty employment contracts confirm that personnel records must be held securely and confidentially. The contracts require that employees have reasonable access to their records in accordance with law. (Standard II.A.3.b)

The college embraces equity, opportunity, and social justice as part of its mission and core values. These values permeate many of the employment policies and hiring practices of the district. For example, hiring trainings and practices, very thoroughly explain how sensitivity to diversity can be determined when screening applications. The Diversity Action Council, a Presidential advisory committee, helps to coordinate events, trainings, and academic activities that focus on the many aspects of diversity, which the committee defines broadly. The Human Resources department keeps detailed records about the diversity of faculty and staff. The college subscribes to, advocates, and demonstrates a concern for equitable treatment of all employee groups. This commitment is also evident in many student programs, including AFFIRM, ENLACE, and ASPIRE. Their websites demonstrate a wide-range of support activities to help students succeed. (Standard III.A.4)

The college creates and maintains appropriate programs, practices and services that support its diverse personnel. For example, The Diversity Action Council (DAC), with diverse representatives from all employee groups, directly advises the President and the college community to "create a student-centered, equitable, cooperative, learning and working environment in which every individual is accepted, respected, and appreciated." The charter of the committee suggests an active involvement in diversity issues. An interview with members of the DAC committee confirms their commitment to a wide range of strategies in support of diversity. The employee survey reveals that 77% feel that the "college provides programs and services that enhance understanding and appreciation of the diversity on campus." The Teaching and Learning Center offers staff diversity training as part of it Global Workshops for faculty and staff, Friday Academies for new faculty, adjunct faculty orientations, and support for innovative pedagogies. (Standard III.A.4.a)

Human Resources reports document that the college continuously assesses its record in employment equity and diversity consistent with its mission. (Standard III.A.4.b)

Evidence confirms that EVC demonstrates integrity in its treatment of administration, faculty, and staff by having contracts establishing employee rights and clearly delineated grievance and complaint procedures. The college catalog outlines for students policies for academic integrity, attendance, access to student records including the Family Education Rights and Privacy Act, academic probation, student support programs, special academic programs to enhance learning, non-discrimination policies, and standards of student conduct, including the student grievance procedure. A Shared Governance Decision Making Handbook outlines the various committees and decision-making bodies at the college. (Standard III.A.4.c)

Evidence suggests that despite budget reductions, EVC offers a range of professional development activities to meet the needs of administrators, faculty, and staff. A faculty member receives release time to support the Teaching and Learning Center, which provides resources to faculty and staff. A standing Staff Development Committee plans and coordinates staff development activities, including Professional Development Day. Professional development activities are assessed using participant feedback, and the results are used by the committee and the TLC Director as one basis for improvement. In addition, innovative summer trainings are offered such as the Chancellor's Management Summer Leadership Institute (2006, 2007) and the Deans Academy (2007). The Employee Survey conducted in spring 2010 indicates that 60% of employees feel that the college provides sufficient opportunities for their professional development. (Standards III.A.5 and III.A.5.a)

The Staff Development Committee assesses the needs of the college and annually evaluates the staff development program. Professional Development Day schedules reveal a range of activities for employees, and feedback about these training sessions are solicited. The Teaching and Learning Center also provides a program of staff development for faculty. (Standard III.A.5.b)

Human resource planning is integrated with the relatively new Program Review Process. The Institutional Effectiveness Committee explained that staffing needs are identified in program review. In the program review template, programs identify their future needs for the next six years, including needs for faculty and classified staff. Faculty staffing requests originate in the department, and are reviewed by the division, the Budget Committee, the College Council, the Academic Senate, and finally the president. However, program review occurs on a multi-year rotation plan, and there does not appear to be an annual planning cycle to address more immediate staffing needs, such as those created by retirements and resignations. It appears to the visiting team that some kind of annual planning cycle is needed. (Standard III.A.6.a)

Conclusion

Evergreen Valley College partially meets this standard. See recommendations at end of standard III.

Standard III B Physical Resources

Findings and Evidence

In order to ensure the effective utilization and continuing quality of its facilities, Evergreen Valley College has regularly reviewed (every three years) their Educational Master Plan and Facilities Plan. These plans have been coordinated by outside consultants (MAAS Company) with expertise in the development of these types of plans. All college stakeholders are involved in the development of these plans. This ensures that specific access and utilization issues are identified and incorporated into these plans. (Standard III.B.1)

Safety for Evergreen College is provided by a district police force. The police force provides excellent security for the college as evidenced by very low annual crime statistics. The district has also developed an extensive emergency response plan which includes procedures for a given situation (i.e.; earthquake, bomb threats etc). This is further enhanced by the College's Hazardous Materials and Management Plan which is designed for responding to a Haz Mat event on campus. Also located in each room is an Emergency Guide for dealing with various types of emergencies. The district also conducts regular facilities inspections for the purposes of identifying property, liability and safety issues. The College Facilities and Safety Committee meets regularly to facilitate disaster preparedness, review recent events, conduct inspections and promote campus safety.

Student and employee surveys indicate a high level of satisfaction with the college's learning environment, facilities and campus safety. This was further evidenced by independent discussions with students and staff (Standard III.B.1.a).

The current Master Plan was adopted in fall 2010 with the Facilities Plan expected to be completed by the end of 2010. These long range plans are developed to support the colleges' mission and goals. In addition, the District is currently pursuing a Proposition 39 bond to ensure adequate financial resources are available to meet the planned capital costs for the facilities and equipment needs of the college.

To further ensure continued effective utilization and quality of its facilities the district has also adopted a sustainable design standard of LEEDS "Silver" for all of its future projects. In addition the District Facilities and Construction Department has also adopted standards for windows, lighting and flooring.

The facilities are adequately maintained. Recently the custodial and grounds functions were decentralized to the colleges in order to enhance the delivery of these services. The colleges custodial and grounds group meet its functional requirement of maintaining a clean and healthful environment for students. However, the college grounds group of four staff members (formerly eight) is maintaining a 175 acre facility which includes both the college facility and the district office facility. Though this small group of grounds keepers are doing a remarkable job with the limited resources they have available, based upon interviews with key staff and a visual review of the grounds, it is apparent, additional resources are warranted for ensuring the long-term aesthetics and viability of the college and district office grounds. (Standard III.B.1.b)

All college facilities plans must meet Americans with Disabilities Act requirements (ADA) and Division of State Architect requirements (DSA) this ensures that facilities are constructed to meet current safety standards and special needs requirements. In 2004 the college underwent an ADA review of architectural barriers for the purpose of incorporating planned removals of those barriers in future facilities planning. In addition the colleges DSP Department maintains close relations with the facilities department in order to ensure a successful learning environment for all students. (Standard III.B.2)

The master plan discusses a methodology for the college to determine the total cost of ownership (TCO) for facilities but there is no evidence that the specific projected TCO for planned projects are incorporated into the plan. The projected TCO is a critical component of understanding the full long-term financial commitment the institution is making when adding facilities (Standards III.B.2.a and III.B.2.b)

Conclusion

Evergreen Valley College meets the standard for assuring physical resources support student learning programs and services and improves institutional effectiveness. Physical resource planning is integrated with institutional planning and is ongoing.

Standard III C   Technology Resources

Findings and Evidence

The District Technology Committee meets on a regular basis, chaired by the acting chief technology officer, including college technology committee chairs, College Campus Technology Support Service supervisors, faculty, staff and administrators. Presently, the chief technology officer is vacant but conversation is that screening is taking place with an officer hired by January, 2011. The focus of the Campus Technology Committee is to explore, assess, and implement technology throughout the district and to create standards, goals guidelines, policy and procedures for technology acquisition, implementation, and use including total cost ownership. In fall 2008, the district implemented a five-year technology standardization and replacement plan to address issues related to obsolete server and desktop systems and created standardized levels for technology equipment throughout the district. In addition, technology planning is integrated into all new facility planning and renovations, i.e.-smart classrooms in the Cedro and Physical Education buildings which were informed by the Educational and Facilities Master Plan and standardized by Campus Technology Support Services to leverage costs and maintenance of equipment. (Standard III.C)

The district Datatel Users Group meets quarterly to discuss and collaborate on specific needs and issues surrounding the use and implementation of Datatel through the district. This group is chaired by the chief technology officer, the Information Technology Support Services applications manager, management of Datatel using departments and administrators. San Jose Evergreen Community College District uses the Oracle based Datatel system as the administrative software for the district. This system was implemented in 2000 with little training or comprehensive implementation of the modules. To augment such limitations and inconsistencies with the aim to maximize Datatel, the district hired a consultant (MAAS) to implement a reporting portal system where data needed for program review, Accreditation, and other basic research are readily accessible and attainable. The college also provides training for employees on the use of relevant software and systems. Technology is adequately maintained within budget constraints.   The Progress through Teaching Learning Center, @One Project, Technology Resource Center and the Library have developed a learning needs assessment to promote technology training for facility and staff.

The Technology Resource Center is readily available for faculty training purposes. Campus Technology Support Services has been involved in every facility-related project. Such timely involvement has helped to identify technology and equipment related needs, including budget estimates per project. As a result, facility planning, technology needs, equipment purchase, installment plans, and budget allocation processes are integrated into each project. (Standards III.C.1.a and III.C.1.b)

The district and college moved the course management system to Moodle, where faculty and staff can actively utilize the system for instructional purposes and institutional projects. Ongoing training for faculty and staff on Moodle is held to encourage use of tools. A

reorganization of Information Technology Support Service and the colleges' Campus Technology Support Services are under consideration, and to move toward a centralized model is being considered, due to a budget crisis. EVC is committed to ensuring that the college technology plan will be completed and in agreement with the district-wide technology plan.

The Campus Technology Committee and the District Technology Committee work in coordination with the Technology Leadership Group at the district level to prioritize technology initiatives, most of which focus on streamlining and expediting delivery of services to students to enhance the quality of education inside the classroom. Recently implemented have been Online Census Drops, Online Grade Rosters, and the Early Alert-student intervention aimed at improving student success. (Standards III.C.1.c and III.C.1.d)

Overall, technology resources are planned to support and increase the effectiveness of student learning programs and services, however, the college does not have in place or a process for evaluating the effectiveness of technology in meeting the range of teaching and learning needs. The Campus Technology Committee identifies technology needs and works in conjunction with the district's Technology Support Services to implement technology requirements for the college. Recent budget constraints have hampered the colleges' ability to replace old inventory or purchase new technology equipment that have been identified by the colleges' technology committee.

Evergreen Valley College has previously implemented Smart classrooms equipped with projector and sound systems, wireless access throughout campus. The college has multiple computer labs, and provides computers for all faculty and staff.

The Chair of Campus Technology Committee also serves on the District Technology Committee (DTC) as a liaison between district and institutional technology services. DTC provides a forum for administrators, faculty and staff from both SJCC-EVC to discuss, preview, introduce, and recommend technology products, view application demonstrations, discussion of pedagogy, as each relates to teaching and learning using technology.

The Campus Technical Support Staff's budget proposal is aligned with the Commitment to Action with classroom technology upgrades, individualized training for CTTS staff, increased wireless access for instruction and business, and streamline server infrastructure for cost-effective and efficient CTSS operation. (Standard III.C.2)

Conclusion

Planning agendas for the standard reflect the importance of a planning process that is more student-centered and identify the college's need to expand its online and hybrid class offerings. Systematic planning and innovation will be a necessity to meet identified planning agendas and the college will need to update its technology plan in order to ensure its future technology needs are integrated into its educational master plan.

Evergreen Valley College meets this standard.

Standard III D Financial Resources

Findings and Evidence

The college budget planning process is integrated with its institutional planning. This was tested by walking the recommendations of the college's BIS program review forward through to the college's actual budget plans. The Institutional Effectiveness Committee has been charged with ensuring that the strategic planning and program review processes are linked to College financial planning (Standards III D.1 and III.D.1.a)

The college planning generally reflects a realistic assessment of financial resource availability. The campus, Budget Committee, College Council and President in conjunction with District Budget Committee regularly receive budget updates on state, district and college operations. However, the district, despite having a clear understanding of its budget status, has continued to allow its reserves to decline over the course of the last four years due to an ongoing structural imbalance in the college and district budget. The 2010-11 budget, though currently reflecting being at the minimum reserve level, is contingent on several major budget initiatives coming to fruition to meet that minimum reserve level. It appears there is significant risk that the district may end the fiscal year below the recommended prudent reserve levels should several of the budget initiatives not be implemented. This is evidenced by the budget presentation made to the Board of Trustees on September 28th 2010. The college needs to enhance its financial planning by providing adequate staffing in order to enhance the college's leadership of its financial management, budget processes and other administrative services (Standard III.D.1.b.)

The college and district considers its long-term financial obligations including debt obligations, health benefits, insurance costs, maintenance and operations costs etc. when developing short term financial plans.   The college is currently also developing strategies to maintain prudent reserve levels within the fiscal year while maintaining its focus on its core mission. This is evidenced by the parameters for reducing sections being utilized by the college. College stakeholders are also significantly engaged in the development of these strategies.

Long-term obligations are managed at the district level and are part of initial budget allocations. Evidence of effective short-term and long-term finance strategies is illustrated by the issuance of the District's Other Post Employment Benefit (OPEB) bonds to ensure financial

resources are available for meeting this long-term District OPEB obligation. Another example was the Supplemental Employee Retirement Incentive Plan (SERP) which netted significant labor cost savings for the district and college operations.   In addition, the district vice chancellor of administrative services provides the colleges and board budget status reports clearly delineating financial status and long-term obligations of the district (Standard III.D.1.c)

The college has generally defined its budget process in the *Planning and Budgeting: A New Process.* Evidence clearly shows that all college stakeholders have appropriate opportunities to participate. Participation occurs at both the district and college levels through various committees linked to the budgeting process. However, the documented process does not indicate how initial allocations within the college are established (Standard III.D.1.d)

The SJECCD and Evergreen College insure the financial integrity of the institution and responsible use of resources through effective financial management systems with appropriate controls and reporting capabilities for institutional assets and investments.   This includes the college's financial aid, grants, contractual relationships and auxiliary organizations.   The financial management systems are further augmented by documented processes and policies for most financial functions including budgeting, contracting and purchasing. The integrity of the financial systems is further demonstrated by the recent review conducted by the Financial Crisis and Management Assistance Team (FCMAT) of internal controls related to the segregation of duties which found no significant material weaknesses in these control systems (Standards III.D.2 and III.D.2.d)

SJECCD and Evergreen College independent audit and budget documents reflect appropriate allocation and use of resources. Responses to audit findings are complete and timely. In addition, college stakeholders have access to online financial information through the Datatel system or through an enhanced portal system allowing for effective budget monitoring and evaluation. In addition, District Business Services develops quarterly reports for distribution to district and college stakeholders (Standards III.D.2.a and III. D.2.b)

SJECCD and Evergreen College are regularly reviewing reserves and cash flow requirements. Regular reports are presented to the Board of Trustees and other district stakeholders. The district board has established a prudent minimum reserve policy of 5% to deal with fiscal emergencies and unforeseen changes to the budget. The district has also regularly participated in the Tax Revenue Anticipation Notes program to provide short-term cash flow to assist in managing cash flow throughout the fiscal year.

The district also is responsible for risk management. The district participates in a JPA for general property and liability and workers compensation insurance that provides protection against potential financial loss resulting from adverse events occurring in the course of the district and college operations (Standard III.D.2.c)

Contractual agreements with external entities or independent contractors are consistent with the college's mission and goals and are governed by financial management system controls and documented policies and procedures. This ensures compliance with public contract code, federal tax code, government code and the education code. (Standard III.D.2.e and III.D.2.f) Though there has been improvement in the district and college financial management processes and reporting, particularly in the budget planning process, the college and district do not appear to have a formal regular review process of their financial management processes. In addition, there is no evidence that there is systematic assessment of the effective use of financial resources (Standards III.D. 2. g and III.D.3)

Conclusion

The district and college financial management processes and capacity have improved since the last accreditation visit by providing regular financial reports and reviews. These processes include significant access for all college stakeholders ensuring better understanding and transparency to the college and district financial status at all levels of the organization. This provides one of the platforms for effective collegial planning. However; the college could use additional staff resources to coordinate its overall budget development, financial management and other business functions. Currently the college president has assumed these duties taking him away from other critical presidential duties. Adding these staff resources would, if provided, also enhance the college's financial management and budget processes ensuring greater analysis, assessment of financial processes and understanding of budget matters by all stakeholders. In addition, fiscal controls and financial management system provide significant protection to the districts' and college's assets and investments. A significant area of concern has been the clear understanding of the district's financial condition and status; reserves have been allowed to decline to the minimum recommended prudent level of 5% during one of the most significant economic crisis the State of California has ever encountered.

Evergreen Valley College partially meets this standard.

Recommendations

See Recommendation 1

See Recommendation 2

See Recommendation 3

Recommendation 5
In order to fully meet the standard, the college needs to develop a recurring evaluation process of its budgeting and other financial management systems. Furthermore, Evergreen Valley College should incorporate total cost of ownership projections within their facilities planning reports for specifically planned projects. (Standards III.B, III.B.2, III.B.2.a, III.B.2.b, III.D.1, III.D.1.a, III.D.1.b, III.D.1.d, III.D.2.c)

District Recommendation 2
In order to fully meet the standard, the district and Board of Trustees must act timely and decisively on current fiscal data trends in order to ensure short term and long term financial solvency and an adequate reserve to meet emergencies and unforeseen circumstances. (Standards III.D.1, III.D.1.c, III.D.2.c, IV.B.1.c)

District Recommendation 3
In order to meet the standards, the team recommends that the Board of Trustees complete a thorough self evaluation annually as stated in board policy. The board should also regularly evaluate its practices and policies. Among the performance issues to be included in the self-evaluation, the board needs to address its responsibility to protect the long-term financial health of the district and colleges, and to allocate resources necessary to support the proper functioning of the district and colleges. (Standards III.D.1.c, III.D.2c, IV.B.1.c, IV.B.1.d, IV.B.1.e, IV.B.1.g, IV.B.1.h, IV.B.3.c, IV.B.3.d)

STANDARD IV – Leadership and Governance

<u>General Observations</u>

The team found that the Evergreen Valley College (EVC) incorporates a structure of collaborative governance, systematically engaging all its internal constituents in the discussion of the college's operation and future. This culture of collaborative governance is not only supported by the campus community, but has been ingrained into the college's culture. There is a positive relationship between the attitude of employees and their inclusion in such discussions. The long-term stability of the core faculty and the college president has created stability in spite of the turnover in district administration. The team observed that current college leaders are committed to advancing improvement and embracing the culture of collaborative governance.

The use of research data is becoming accepted by the college under the encouragement of the president and the requirements of various grant projects. The use of such information throughout the organization is in the initial stages as well as starting to be presented to the Board of Trustees as evidence. The Board of Trustees has also expressed its support of this effort and finds the data to be helpful in its decision making process.

Financial stability and the ability to properly fund student learning programs in the future are a current concern at the college due reductions in state funding and the lack of financial goals and plans at the district level. Although the district has maintained financial reserves in the past, the state's economic decline is causing the district to reduce its reserve in an amount that could have an adverse impact on the district's future budgets. There is no evidence that the Board of Trustees is beginning to plan for such potential changes.

The team found that the Board of Trustees encourages collaboration with the district's student government organizations and student leaders and respects the input of the student trustees serving on the board. Additionally, the college supports an active and well-funded student government organization that is led by motivated students. Students are encouraged to participate on all campus committees and are respected members of such committees.

Evergreen Valley College is one of two colleges in the San Jose Evergreen Community College District. The Board of Trustees consists of seven members representing seven individual trustees' areas and two student trustees elected by the Associated Students of the two colleges. Board members are elected to four-year staggered terms. Regular elections are held every two years in even numbered year.

The board has adopted a mission statement for the district and has approved the two colleges' mission statements; "with student learning as its primary focus, it provides continuous access to a wide range of comprehensive and flexible post-secondary academic and occupational programs that prepare Silicon Valley resident of all ages for balance and productive lives and successful careers. To reach these educational goals, the district provides the appropriate support services to meet the needs of an increasingly diverse student population." The district provides support to the college in the areas of fiscal, information technology, police, bookstores, human resources, and administrative services.

IV.A. Decision-Making Roles and Processes

Findings and Evidence

Evergreen Valley College recognizes that ethical and effective leadership throughout the organization enable the institution to identify institutional values, set and achieve goals, learn and improve. The Shared Governance Decision Making Handbook provides a framework for the institutions' decision-making processes. College leaders recognize and utilize the contributions of its leadership team and staff throughout the organization for continuous improvement. The district has a supportive and inclusive environment as evidenced by their numerous committees and efforts to seek input throughout the organization. The planning process facilitates decisions that support student learning programs and services and improve institutional effectiveness. (Standard IV.A)

Evergreen Valley College has created an environment for empowerment, innovation, and institutional excellence by using a collaborative decision making process focused on implementing college initiatives to achieve excellence in all areas of operations. Successful initiatives have been implemented that pertain to teaching and learning, student service programs, business operations, community outreach, and shared governance entities within the college. Individuals are encouraged to bring forward ideas for institutional improvement and the president instituted an all-college monthly meeting for students, faculty, staff, and management personnel. In addition, the president distributed a monthly online newsletter to all of the constituencies throughout the district but due to the lost of the marketing staff position the newsletter is no longer being disseminated. The college held focus group meeting to solicit ideas and provide regular updates to faculty, staff, students, and administrators during the revision of the Educational and Facilities Master 2010-2025 and posted it on the website. Board Policy (BP) 2510.1 describes its policy to recognize the Academic Senate and BP 2510.5 recognizes district employees and student representatives when adopting policies and

procedures have significant institutional wide implications in which they are involved. (Standard IV.A.1)

The decision making process at the institution is described in the handbook as "one that provides for information and recommendations to flow from the individual standing committees and other recognized groups through the College Council to the president of the college." Committees make recommendations and forward those recommendations to the College Council, which reviews, and send recommendations directly to the college president. Recommendations from the Staff Development Committee related to awarding of funds and Curriculum Committee decisions go to the Academic Senate. The institution has six councils, eight standing committees, three ad hoc and five functional work teams as part of the decision making structure. There is broad representation of faculty, staff, students, and administrators participating within the shared governance model at the institution. (Standard IV.A.2)

Academic Senate, including the Curriculum Committee, through evidence such as committee minutes, confirms that defined roles exist for participation in strategic planning, tenure review, faculty hiring, budget development, and policy review. The Senate recommends faculty members who have submitted an application to serve on various committees to college shared governance and other campus committees. Committees such as hiring committees, the college Technology Committee, Budget Committee, Safety/Facilities Committee, Retention and Matriculation Committee, Student Services, and District Council all show faculty involvement. (Standard IV.A.2.a)

 Representatives of staff, students, and administration actively participate on the shared governance committees. The Institutional Effectiveness Committee's charge is to ensure full alignment between the college's mission, strategic directions, planning, quality of programs and services and accreditation standards and requirements. That committee is divided into three subcommittees with specific charges of accreditation, program review, and strategic planning. (Standard IV.A.2.b)

A review of the board policies, minutes of the Board of Trustees, and various committees of the college minutes substantiated that the governing board, administrators, faculty, staff, and students work for the good of the institution. The Shared Governance Decision Making Processes Handbook specifies appropriate roles of faculty in areas of student educational programs and services planning. The college stated a concern that both staff and students do not participate as fully as the institution desires on the various governance committees. Board policy 2015 states, "Two non-voting student members, one from each college campus shall be

seated with the board." The students shall be recognized as full members at meeting. Student members are entitled to participate in discussion of issues and receive all materials presented to member of the board except for closed session. (Standard IV.A.3)

Both the college and the district assert that the college advocates and demonstrates honesty and integrity in its relationship with external entities. The college submitted two progress reports and a midterm report related to this standard. The college submitted the regularly schedule midterm report in 2007, which was accepted by the Commission and commended for having written a thorough report on the extensive work completed in response to the recommendations. The college disseminated the report to college staff, students, administrators, and public. The college has attempted to respond to previous recommendations made by the Commission and provided ample information for the team visit. (Standard IV.A.4)

The self study states that the evaluation process for shared governance and decision-making structure is part of the Strategic Plan. The team reviewed the "Strategy and Success" documents for each department's evaluation organized under its Commitments to Action structure including the president's office. The College Council is the responsible committee for revisions to the Shared Governance Decision Making Handbook. Revisions are made as new committees are organized or current committees are reconstituted. For clarification, it is urged that the college refine its shared governance evaluation processes to better streamline the need for changes to the decision making process. (Standard IV.A.5)

Conclusion

The college has demonstrated through its participatory governance structures and decision-making processes that it is able to identify institutional values, identify, and achieve goals, learn, and improve effectiveness. Minutes, committee reports and commitment to action documents demonstrate collegial participation of representatives from faculty, staff, students, and administrators.

Evergreen Valley College meets this standard.

IV.B. Board and Administrative Organization

Findings and Evidence

The recent instability of the chancellor position as well as various key administrative positions has prevented the district from developing and maintaining an effective leadership team**.**

Board policies numbered 2010 through 2745 describe the duties and responsibilities of the Board of Trustees. Evidence, including discussions with the Board of Trustees, a review of board minutes, and discussions with district and college staff does not support the self-study assertion that the Board of Trustees is completely fulfilling its responsibilities to represent the public interest, establish the necessary policies, and monitor the performance of the district and the chancellor. Board policy describing the duties and responsibilities of the chancellor are contained in the board's policies numbered 2430 through 2510.   Matters coming before the board are previously reviewed through the district's shared governance process and are usually in a form ready for board adoption when presented to the trustees. However, the board has often questioned, delayed deciding, or changed such proposals**.**   The team encourages the board to create a climate of trust and respect between the chancellor and the board in order to improve the board's decision making process. (Standard IV.B)

Board Policy 2715 states that "Trustees have as their function the establishment of the policies by which the district is to be administered. The board's duties include the selection of the chancellor, the establishment of policies for the district's current and long-range planning, the preservation of assets, the expenditure of funds, and the determination of a governance structure. The board holds the chancellor accountable for the administration of the educational program and the conduct of district business." The board implemented BP 2430 delegating authority to the chancellor as the chief executive of the district and confines board action to policy determination, planning, overall approval, evaluation, and maintaining the fiscal stability of the district. The SFECCD Board has a policy that states, "The chancellor may delegate any powers and duties entrusted to him or her by the Board including the administration of the colleges, but will be specifically responsible to the Board for the execution of such delegated powers and duties." Board Policy 2431 indicates that in the case of a vacancy for the position of chancellor or college president the board shall establish a search process to fill the vacancies…It shall include input from students and constituency groups. Board Policy 2435 states, the board shall conduct an evaluation of the chancellor at least annually. Through a review of the board minutes and discussions with the trustees it is apparent that an evaluation process of the chancellor is conducted by the trustees on an annual basis. The new chancellor has proposed a schedule of board activities in order to fulfill their responsibilities. The board has not monitored itself in the last two years as evidenced by the lack of summaries of the trustee evaluations and the lack of board goals resulting from such self-evaluations. The board has not recognized the responsibility to periodically re-evaluate all district policies as evidenced by the Human Resources and the Student Services policies last being adopted in the 1970's and 1980's. The board has not updated Board Policy 2715 (Code of Ethics/Standards of

Practice) to include remedial steps to respond to violations of the policy.   (Standards IV.B.1. a, IV.B.1.b, IV.B.1.c, IV.B.1.d, and IV.B.1.e)

The board provides an orientation for new members; members attend ongoing educational conferences, workshops, and training sessions offered by local, state, and national organizations. The Board of Trustees has adopted a basic policy for board education. Existing board members and the student trustee are encouraged to attend development programs in order to improve their performance as trustees (BP 2740). The board's policy number 2740 does not include an administrative procedure nor is there an administrative procedure for board travel (BP 2735) for trustees to use for educational travel. The governing board's clearly defined self-evaluation processes calls for regular self-evaluation, although for the current academic year no date is established. The board has a Code of Ethics (BP 2715), which spells out standards of good practice for board members. There is no statement regarding procedures for noncompliance with in the case of a board member violation a specific code section. (Standards IV.B.1.f, IV.B.1.g and IV.B.1.h)

The Board of Trustees has been informed about the status of the college's accreditation preparation and team review, but was not involved in the district's accreditation process. Board minutes indicate that the college's self study, when presented to the board for adoption in June, 2010 was not approved as trustees indicated they needed time to review the document. The self study was approved by the board in July, 2010. (Standard IV.B.1.i)

The chancellor is evaluated on an annual basis by the board at an annual meeting where the board discusses goals and objectives for the coming year. The governing board has the responsibility for selecting and evaluating the chancellor. The team identified a sense of the board not fully delegating responsibility to the chancellor for administering and overseeing the operation of the district. There was a sense of board micromanagement of the chancellor that impeded the normal decision making processes for both the district and the college.

All administrators' evaluations, including the president's evaluation, occur on an annual basis. The board recognizes that the District has been adversely impacted by the departure of the previous chancellor and the use of two temporary chancellors pending the selection in July, 2010 of a new permanent chancellor. During this interim period between permanent chancellors the board has regressed in its delegation of authority to the chancellor. The board recognizes that its relationship with the new chancellor will need to change as the board learns to trust the new chancellor. Unfortunately, the team found that the district has been adversely

impacted the lack of stable leadership and the Board's attempt to exert more control over the district operations. (Standard IV.B.1.j)

The president has been in his current position since 2005, thus providing stability and fostering an environment of trust and cooperation. The president is responsible for institutional and academic leadership. According to the self study report the goal of the president is to work towards fulfillment of the college's mission and strategic. The president provides leadership in planning, organizing, budgeting, selecting, and developing personnel and assessing institutional effectiveness. The president uses the shared governance process to foster open discussions and timely decision- making within a number of councils, committees, task forces, and the Academic Senate. The president provided leadership in the revision of the updated 2010-2025 Educational and Facilities Master Plan, which serves as the primary planning document for the institution. (Standard IV.B.2)

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He delegates authority to the vice president of academic affairs and a vice president of student services. The college under the leadership of the president instituted two major initiatives that contributed to the college's teaching and learning environment. The two initiatives were the Equity Scorecard and Benchmarking Project in collaboration with the University of Southern California Center for Urban Education and the national Achieving the Dream initiative.

The president led the college to engage in a data-driven culture using accurate data to evaluate and plan college operation on all level. The district Office of Research and Institutional Effectiveness provides data and reports necessary for decision making at the college. The president ensures that the reports from the Institutional Effectiveness Committee which oversees critical components of the institutions such as accreditation, program review, and strategic planning is clearly communicated to the College Council though it bi-monthly meetings, agendas, and minutes posted on the website. The president serves on the District Council Committee and gives reports to the chancellor and the district management members. The president directs the implementation of statutes, regulations, and governing board policies through meeting with his vice presidents, attending shared governance committees. (Standards IV.B.2.a, IV.B.2.b, and IV.B.2.c)

The president effectively controls budget and expenditures at the college using the Planning and Budgeting: A New Process document adopted June 2007. The college president working within its shared governance process has full authority to propose a college budget to the chancellor and Board of Trustees. This ensures that an open and accountable process is

developed to include the college budget committee and other relevant constituencies, incorporating clear guidelines and adequate training for those involved. The "budgeting principles" guide the process such as the budget process emphasizes planning first, and then budgeting. The Planning and Budgeting: A New Process document states that "the allocation of budget resources should be linked to goals and objectives, and defining the metrics used to measure their accomplishment." The college president is actively involved in the community and is a much sought out speaker at service clubs, local high schools, and community events. (Standards IV.B.2.d and IV.B.2.e)

The San Jose Evergreen Community College District delineates and communicates the operational responsibilities and functions of the district from those of the college using its organizational charts and function maps. A discussion of the role of each institution occurs at both district and college committee meetings. The delineation of district and college operations is in published materials, structures, and practices. The district provides services to the college in the areas of business services, human resources and employee relations, information technology, fiscal services, payroll services, purchasing, reprographic services, and college police services. The district has not provided effective services supporting the mission and functions of the colleges. The turnover in leadership at the district level has resulted in miscommunication and conflicting direction between the district and the college. The team realizes that the conflicts are arising from the turnover in district staff, long standing vacancies in certain critical administrative positions, and the lack of understanding of roles within the function maps between district and college responsibilities. The team recommends the district seek to permanently fill critical administrative positions and stabilize employee turnover as well as improve communication and understanding of the roles of district and college staff. The new chancellor and the Board of Trustees at the August 27, 2010 Planning Session reviewed and re-ordered priorities established in previous session resulting in a plan to conduct an organizational analysis and realign staffing. (Standards IV.B.3.a and IV.B.3.b)

A review of the planning and budgeting document describes principles, rules, guidelines, and a budget development calendar demonstrates that the district and college do not have a budget allocation model. The self study report states, "due to the historic budget crisis, there have not been resources to be distributed; rather, the district and college have been focusing on reducing the existing resources to balance the budget." The district has not effectively controlled the expenditures to protect the long term health of the district. The Board of Trustees has approved a budget based upon changes that still need to occur within the district with no assurance that the changes will actually be able to be implemented. Failure to achieve these changes will result in a financial breakdown in the district. The team recommends that

the district create and implement a financial recovery plan to protect the long term health of the district. (Standards IV.B.3.c and IV.B.3.d)

The chancellor gives college presidents full responsibility and authority to implement and administer delegated district policies without her interference and holds them accountable for the operation of the colleges. Presidents annually establish the goals and objectives used to in their evaluations conducted by the chancellor and board. The district acts as the liaison between the colleges and the governing board. Most college matters go to the governing board with approval from the chancellor. The college president gives reports at board meetings. The president meets weekly with the district's executive team. Through the shared governance structure and the college administration, the president shares relevant information throughout the college community. The president uses his First Thursday events, college-wide forums, and email messages to provide college-wide communication. . There was no information on how the district evaluates its decision-making structures and process to assure their integrity and effectiveness. (Standards IV.3.e, IV.B.3.f, IV.B.3.g).

Conclusion

The team was concerned with the ability of the board to provide adequate oversight and decision making to ensure the financial stability of the district. It was apparent during the visit that the district was forecasting severe budget reductions and did not have a fiscal plan in place to meet anticipated shortfalls. The team did not find evidence of an annual board self evaluation process tied to board goals. The team also found evidence of board policies being outdated and not on a cycle for regular review.

In addition, the team did not find a process in place that provided for systematic evaluation of district functions, decision making structures, and a system for district wide communication of board decisions. The team found a climate of mistrust between the board, the chancellor and the college.

Evergreen Valley College has partially met this standard.

Recommendations

See District Recommendation 1

See District Recommendation 2

See District Recommendation 3

District Recommendation 4

In order to fully meet the standards, the team recommends the Board of Trustees continue improving its performance. Specifically the board needs to engage with the chancellor in order to establish a climate of trust and respect and allow the chancellor to fully exercise the authority of the position and to improve the effectiveness of the district. (Standards IV.B.1, IV.B.1.f, IV.B.1.j)

District Recommendation 5

In order to meet the standards, the team recommends the Board of Trustees systematically review and revise the board policy manual to ensure that policies are up to date. To be included in this process should be a robust ethics policy that establishes steps to be taken should a board member violate the policy. The policy update should include the development of a policy on evaluation of the college presidents. (Standards IV.B.1, IV.B.1.f, IV.B.1.h, IV.B.1.j)

Recommendation 6

In order to meet the standards, the team recommends that the functions of the district and colleges be clearly delineated and mapped through dialogue and improved communication. This delineation must include operational responsibilities as well as procedures that provide specific guidance to all district and college personnel. There should also be regular and systematic evaluation of the district's functions, governance, decision making structure, and communication. This activity must be central to the district's continuous improvement efforts in assisting the colleges to meet educational goals. (Standards IV.A.2, IV.B.3, IV.B.3.b, IV.B.3.f, IV.B.3.g)