

History of the Institution

Evergreen Valley College (EVC) is an established energetic institution located on a picturesque 175-acre site in the eastern foothills of San Jose. Planning for the college began on July 1, 1964, when the San Jose/Evergreen Community College District officially became an independent college district. By November 16 of the same year the Board of Trustees had approved an outline for a comprehensive study to develop a master plan for the District.

The citizens advisory committee was formed to assess the educational needs of the District. From 1967 (when the current site was purchased) to 1970, this committee, working with architects, educational consultants, and District personnel, expedited the master planning process by studying all of its facets. The committee recommended to the Board of Trustees plans for a campus that would accommodate a population of 10,000 students. Six years after the official planning effort began, a concept was approved on May 19, 1970. One month later, on June 16, 1970, the Board of Trustees officially gave the college its name: "Evergreen Valley College."

In March 1973 the State Chancellor's Office approved the construction process for the first phase. Phase one, which consisted of the Roble and Acacia clusters, was completed in August 1975. In September 1975 Evergreen Valley College opened its doors to 3,000 students.

The Learning Resources Center opened in fall 1979. The Center houses the Counseling Services, Transfer/Career Center, Disabled Student Services, Language Arts Center, Student Health Center, and Financial Aid. The Learning Resource Center also includes Montgomery Hall, a 250-seat multipurpose facility available for instruction and community service activities.

The Cedro classroom building was completed in January 1984. The Cedro building, in addition to expanding classroom space, provides accommodations for student government activities.

In January 1988 the South Bay Regional Public Safety Training Consortium (formerly known as the Criminal Justice Training Center) moved from San Jose City College into a new facility located on Evergreen Valley College's campus. The South Bay Regional Public Safety Training Consortium, which is a joint powers agency composed of the San Jose/Evergreen Community College District and other community college districts, provides training and educational facilities for students seeking careers in law enforcement.

In May 2001 the College opened the Anthony and Angelina Gullo Student Center. The Gullo Center provides a new bookstore and dining area for students, as well as meeting and study space. The College continued its building program in Spring 2002 with the completion of the Sequoia Building. The facility provides 35,000 square feet of space for the biology and nursing programs and general use. A new astronomical observatory opened in August 2003.

In June 2004, the College opened a new Library/Educational Technology Center that adds tremendous new student learning resources to the campus. An Arts Complex for the visual and performing arts and an addition to the Gullo Center are scheduled to begin construction in 2004.

Like other California public community colleges, Evergreen Valley College is tax supported. However, Evergreen Valley College is unique in that: (1) its location in Silicon Valley affords students opportunities to network with high-tech industries, and (2) EVC is engaged in a \$70 million facilities development program that will provide students with additional learning and career-building resources.

Evergreen Valley College joins San Jose City College in serving residents of the 303-square-mile San Jose/Evergreen Community College District (SJ/ECCD). The District includes Milpitas, San Jose Unified, and Eastside Union High School Districts.

Demographic Information

Evergreen Valley College is in a fast growing area of the Santa Clara Valley with a very diverse population reflecting the changing demography of California's major ethnic groups. The major zip code areas served by the college are 95148, 95121, 95122, 95111, 95127, 95135.

The following paragraphs describe the student characteristics for Fall 2003 (enrollment; gender; ethnic breakdown; day/evening enrollment; full/part-time enrollment; continuing, new transfer, new first time, returning, and returning transfer; age group)

Student characteristics for Fall 2003: Total enrollment (headcount) 12,348; Gender: female 6194 50%, male 5346 43%, unknown 808 7%; Ethnic breakdown (excludes unknown): African-American 621 5%, Asian 5254 46%, Hispanic 3485 30%, Caucasian 1722 15%, Other 372 3%.

Day/evening enrollment: Day 9583 78%, Evening 2335 19%, Unknown 439 3%
Full/Part-Time enrollment: Full time 4380 35%, Part-Time 7968 65%

Continuing Student 7358 59%; New Transfer Student 950 8%; New First Time Student 2057 17%; Returning Student 1664 13%; Returning Transfer Student 371 3%;

Age Group:

Under 18 years 381 5%; 18-19 years 2132 17%; 20-24 years 4286 31%; 25-29 years 1645 13%; 30-39 years 1971 18%; 40-49 years 1297 11%; 50+ years 636 5%

Additional demographic data illustrating the diversity of our student population is found in the Financial Aid report for 2002-03. Of the students receiving Financial Aid, 70% were Asian, 6% African-American, 20% Hispanic, 3% White, and 1% Other. 3,328 qualified for BOG Waivers in 2001-02.

The district Office of Research and Planning provides Trends newsletters available on the district's web page (<http://www.sjeccd.org>) These newsletters provide national and local data, statistics in areas such as job market, employment, diversity, education and the economy with analysis of the trends that impact our college and district planning efforts. Significant changes in Silicon Valley job market over the past few years have impacted our course offerings and planning. Examples of recent newsletters include: Jobs of the Future, Enrollment Trends for SJECCD Feeder High Schools, Remediation: Back to Basics, More Diversity Needed in Health Professions, The Changing Scene for American Workers. The office staff and associate vice chancellor are willing and able to provide additional information to support planning.

Student Achievement Data

The district office of Research and Planning maintains an intranet web page for campus and district online access for planning purposes. Datatel, the computer management system, has been operational for several years and provides increased access for campus and district staff to statistical data.

The Research and Planning reports include enrollment data (headcount, seat count, demographics) for Fall 2003 as mentioned in the demographics section of this report. Other reports include an accountability profile, learning initiatives, research snapshots, special programs and success data.

Sample data from the Research and Planning reports includes:

- a) college success rates over time 69-870%, available by ethnicity, gender, age, group, section, course and subject. See Research Snapshot #34 for an example of the student success reports.
- b) success in basic skills Fall 2003. Rates range from 45% to 88% in English, reading and writing, ESL reading and writing, and math.
- c) success in innovative support programs for African American, Hispanic and Asian Students-data available by ethnicity.
- d) semester to semester persistence: rates range from 63% to 83% for Basic Skills courses.
- e) certificate and graduate data 02-03
264 students graduated from EVC, 351 certificates were awarded to EVC students
- f) San Jose State University TAA's and Transfer Data Fall 03: 135 San Jose State University Transfer Admission Agreements were written; 135 students applied; 76 were admitted; and 58 were enrolled. 268 EVC students transferred to SJSU 2002-03
- g) CSU, UC and Independent Colleges and Universities Transfer Data (CPEC Data) For 2002-03 334 EVC students transferred to CSU and 27 transferred to UC
- h) Performance at SJSU 2003 Junior Level Writing Skills Test Pass Rate: Student w/English as primary language + 74%, Students w/o English as primary language + 23%
- i) WSCH/Faculty (FTEF) 2002-2003-559, 2003-2004 573
- j) Learning outcome reports for courses are available on the Faculty Tool Kit which also has sample pre/post tests, learning outcomes by course.
- k) Learning initiatives impact: 398 students participating, 29 faculty participating, 34 sections and 25 different courses involved.
- l) Learning initiatives success rates: learning communities (72% success Fall 03); Peer-Led Team Learning (80% success Spring 02), Service Learning 96% success Fall 02

Response to 1998 Recommendations

MAJOR RECOMMENDATIONS

Standard 1

The Board of Trustees should proceed expeditiously, and with full cooperation with the College's constituencies, to fill the vacant position of the College President.

With the hiring of the college president June 1, 1998, a period of stability, growth, and college wide dialogue began. He stimulated strategic planning efforts, educational master planning, student services initiatives, and new facilities with the passage of Measure I in Fall 1998.

Standard 2

College and District administrators need to clearly delineate the operational responsibilities and functions of both the District and the College and work toward understanding and buy in by the College constituencies through effective communication.

Both the District Office and Evergreen Valley College, through retirements and resignations of senior administrators, are in a unique position of currently having very few senior administrators in permanent positions. This affords the Board of Trustees an opportunity to evaluate, with the help of veteran classified employees

faculty members and administrators, the role, function and scope of senior administrators on both the campus and the District Office. Many veteran employees will argue, for example, that the role of the Chancellor is too powerful and therefore confuses the role of the College Presidents, effectively reducing the autonomy of each college. A meaningful dialogue between the Board of Trustees and District/College personnel might result in some appropriate and meaningful modifications of Senior Administrator job descriptions (before any replacements are hired). This would also be an ideal time to create an appropriate and meaningful evaluation procedure/process tied to each job description. It is hoped that even the Board of Trustees will clarify and define the role and scope of their responsibilities. These activities could well become a part of the District mapping process required by the Accreditation Commission.

The elimination of Vice Presidents at the campus, and the resignations of both Vice Chancellor for Educational Services and Associate Vice Chancellor of Enrollment (at the District Office), have left the college without adequate leadership in educational planning and assessment necessary for creating and maintaining effective learning programs. An appropriate and meaningful solution to this lack of educational leadership needs to be given a high priority. The

current study clearly indicates the need for campus based educational leadership in a form acceptable to the faculty. The self-study also clearly points out the need for more campus based research (and related personnel) as a necessary part of implementing, integrating, and maintaining meaningful student learning outcomes throughout the curriculum. Evergreen Valley College has an excellent start in this regard, but both leadership and research would likely streamline further development.

Datatel (the District computer management program) has been in place for several years and provides the framework for closer communication between the District Office and campus in terms of information needed for analysis, reporting and planning. There are still areas for improvement with Datatel, but it is a work in process and has changed the way we all do our jobs throughout the college and district.

While the college is to be commended for establishing e-mail access for all constituencies, this must be accompanied by efforts to obtain feedback and to follow through. The Team recommends that the College should work actively to accomplish the goal stated in its current Catalog: "We believe in fostering trust through mutual respect, communication, involvement and informed shared decision making."

As noted in the midterm report, communication at the campus level has improved with the Collaborative Decision making Handbook which organizes the work of the standing committees. More agendas and minutes of these committees are distributed electronically to the campus thereby providing more opportunities for input and dialogue. There have been a variety of efforts to improve communication between the campus and district office. Such efforts include: district office staff coming to campus on a regular basis; working with campus committees such as curriculum; Management Supervisory Confidential (MSC) retreats on communication during the past two years with broad constituency attendance; district council which includes campus leadership; Board committees; and open fo-

runs on campus. The framework is there for open communication, but there is still more work to be done to truly reach meaningful dialogue and mutual problem solving.

A broad-based planning process should be fully implemented and its results systematically used for institutional improvement. Implementation of this system would also integrate instructional and student services program evaluations into the overall institutional evaluation and planning process.

The Strategic Planning initiatives were established in 2000 following broad based campus input. A strategic planning steering committee, along with the Student Services Council, have moved these initiatives along and made a difference on the campus. They are discussed fully in the current accreditation study. The Academic Excellence initiative focused on communication across the curriculum and led to the establishment of consultants in three areas: reading, writing, listening and speaking. Improvement of services to students included orientation, shorter lines, and the new student services program review which includes student learning outcomes for student services areas. During the leadership retreats each summer, the strategic plan is discussed among constituent groups, and then the strategic planning steering committee manages the yearly planning agenda. It is time to build in assessment measurements to evaluate and fully integrate strategic planning throughout the college. Progress, especially in the student services area, has made a significant impact on student success and learning.

STANDARDS RECOMMENDATIONS

Standard 1

The Team recommends that Evergreen Valley College should evaluate and revisit the recently adopted mission statement to incorporate the definition and elements prescribed by the Western Association of Schools and Colleges (WASC) for Standard One. The College should seek to define in its mission statement the students the institution intends to serve, as well as the parameters under which programs can be offered and resources allocated. The College should then ensure that the mission statement guides all institutional planning and decision-making.

The mission statement was updated in 2001 and expanded to include vision and values statements. It will be revisited in summer 2004, at the annual retreat, with an emphasis on student learning. It is used in institutional planning in a variety of ways at the college.

Standard 2

The Team recommends that the institution, on a regular basis, should work in concert with the District to explore systematic institutional quality control processes regarding policies and procedures. This includes clarifying how individual employees can review and/or obtain information about personnel policies.

Policies involving both District Office and the campus are addressed at the District Cabinet meetings and ultimately by the Board. New hiring policies have been approved and work continues with broad based district/college committees on diversity issues. The district intranet has expanded to include easy access to some policies including human resources. The Research and Planning web site offers vast information for faculty and staff to assist in planning.

Standards 3 and 4

The Team recommends that Evergreen Valley College unify its various planning processes and goals into a single model, clarify the decision-making roles, and include all constituency groups in the planning process. As it implements the new Program Review and Planning process, the College must develop means to measure goal achievement and viable tools to evaluate the planning process. This applies to both instructional and support programs.

Strategic planning, including the educational master plan and program reviews for instruction and student services, has enabled the college to make significant progress toward this recommendation since the last accreditation visit.

Standard 5

The Team recommends that the College explore ways to develop and/or expand its successful retention and transfer service delivery models to other populations with unique academic and/or support needs.

Retention efforts in programs such as TRIO, Title V, AFFIRM, Enlace, and ASPIRE are proving to be successful. The best methods are shared between the various groups. The Student Services Committee has provided an effective way to share ideas and collaborate among programs. The new student orientation program, retention workshops, and transfer center workshops all contribute to more effectiveness throughout the campus. Teaching and Learning Center (TLC) initiatives such as the Carnegie Scholars, Learning Communities, and Service Learning advocate many retention strategies which are then shared with others.

Standard 6

Planning, setting priorities, and budgeting for the LRC need to be focused on (a) building the print and electronic collection to serve a college of 10,000, (b) library staffing to provide instruction in Internet/information competency for students and staff, and (c) continued planning of the new Library/Learning Resources Building. The Team recommends that the College follow and implement the goals of the Educational Master Plan relating to Information and Learning Resources

The Library has moved into a new state of the art facility during summer 2004 which provides more space for collections, better access to technology, a variety of study spaces and an effective information competency classroom. Budget for materials and staffing still lags behind the needs of our growing student body and our curriculum. The current study elaborates on ways the librarians have been actively involved in collection analysis, working with faculty and curriculum development to meet campus needs.

Standard 7

The Team recommends that the College ensure that evaluation of all staff, including tenured faculty, is conducted at stated intervals, is followed up in a timely manner, and is used to assess effectiveness and encourage improvement.

Performance evaluations of both faculty and staff have been updated and negotiated. Diversity is included in faculty evaluations. The process for evaluation of senior administrators at the college and district is not yet inclusive and does not provide opportunity for meaningful input.

Standard 9

The Team recommends that the College, in conjunction with the District, seek alternative funding sources to ensure that the large capital needs of the College are met. The alternative funding options will free the College from the uncertainty of the state capital construction allocations. The 1997 hiring of a Director of Resource Development is a good start in pursuit of this goal.

The passage of Measure I facilities bond in 1997 has played an important role in the college's growth and ability to correct some major problems related to buildings and learning spaces. New and renovated buildings are discussed in the current study. There have been several grants awarded to various areas of the college in the past few years; The director of the Office of Development position has been vacant for nearly a year, and the future of that department still needs to be determined.

Standard 10

The Team recommends that the Board of Trustees establish a timeline for systematic review and updating of its policies and practices.

The Board deferred the systematic updating of its policies until Datatel was implemented. Policies are updated as needed. The current study recommends that the Board now move towards systematic updating of policies and make them more accessible to staff.

The Team recommends that the Board of Trustees proceed expeditiously, and with full cooperation and collaboration with the College's constituencies, to fill the vacant position of the College President, as well as other key administrative positions.

See major recommendation #1

The Team recommends that the Board of Trustees maintains its designated role of providing policy directions, and that it supports the members of the administration as they carry out those policies.

The Board has conducted self-evaluations in the past but in 2004 they conducted the reporting of the evaluation in a public meeting. It is hoped that this will lead to more open dialogue about their role as policy makers and appropriate decision making as the district moves into a new era with new leadership at both the district and board levels. An important aspect to this dialogue is honest and timely input from the college, not top-down decision making from the board and district office. This area has been dis-

cussed for some time; the college hopes that the function mapping exercise and subsequent opportunities for dialogue will lead us to more effective working relationships and improved educational decision making.


The team recommends that College and District administrators clearly delineate the operational responsibilities and functions of both the District and the College, and work toward understanding and buy-in by the College constituencies through effective communication.

See major recommendation #2

While the College is to be commended for establishing e-mail access for all constituencies, this must be accompanied by efforts to obtain feedback and to follow through. The Team recommends that the College work actively to accomplish the goal stated in its current Catalog: "We believe in fostering trust through mutual respect, communication, involvement and informed shared decision making."

See major recommendation #3

Student Learning Outcomes



The implementation of Student Learning Outcomes (SLO's) throughout the curriculum is well under way. Faculty, working with the All College Curriculum Committee, have introduced SLO's into all course outlines. The well-established Language Arts Composition Program at EVC serves as a model for faculty in other disciplines to continue to shape their courses and programs to meaningfully implement SLO's. There are many other successes as well, the Student Services Program being a prime example. The greatest problem at EVC is the shortage of administrative leadership and assistance in curriculum and program development—as frequently alluded to in the Self-Study. EVC simply suffers from a dearth of administrators, and no one currently is assigned the role of curriculum and program development assistance and oversight. The time demands necessary to make truly meaningful changes appropriate to the advantages of employing SLO's is enormous; enlightened administrative assistance is useful to move the process through its many stages.

Abstract

Themes such as: Student Learning Outcomes, Dialogue, Institutional Commitments, Evaluation, Planning and Improvement, Organization (communication and decision making structures), Institutional Integrity (honesty, equity, diversity) are found throughout the study. The new standards are divided into four main areas: Institutional Mission and Effectiveness; Student Learning Programs; Resources; Leadership and Governance.

Standard I: Mission and Institutional Effectiveness

The college mission was revised a few years ago but now needs to be updated to include SLO's. It should also be incorporated into all Strategic Planning, work of committees, the budget process, educational master plan and other planning documents. A Collaborative Decision Making Handbook describing all college standing committees has been developed during the past few years and provides a framework for tying the work of committees to the college mission.

The EVC Strategic Plan began in 2001 with broad campus input and identification of goals. One of these, Academic Excellence, led to the Communication Across the Curriculum (CAC) initiative where three consultants have been working with campus faculty across disciplines

to improve students skills in reading, writing, listening and speaking. A second goal (Student Services) is described in Standard 2B. Assessment of the Strategic Plan is a high priority.

Integrated planning and assessment tied to college goals are areas where the college has made some progress and needs to continue to develop. Data from the District Office, Research and Planning (R&P), Datatel and various other initiatives is identified as important to this development. Communication of the results of such data gathering along with other relevant campus information needs to be centralized and readily available to all. The R&P website with its Faculty Toolkit and other data is useful; there needs to be a similar type Intranet on the campus web site. A concern over the campus staffing needed to coordinate such efforts at the campus level keeps arising as the college faculty and staff work to use the assessment methods effectively in initiatives such as SLO's.

Standard II: Student Learning Programs**A. Instructional Programs**

Integration of SLO's into courses at EVC has begun through strong efforts of the All College Curriculum Committee (ACCC), instructional deans, faculty who have worked in a variety of programs using SLO's, Program Review, Teaching and Learning Center, R&P office (Faculty Tool Kit). The college is moving toward integrating SLO's into the programs at EVC. General education philosophy is an example of a joint effort between both campuses under the leadership of R&P. Innovative learning initiatives and programs using a variety of methods have begun. Assessment of the student success in all areas of instruction requires more data, tracking graduates, pre/post tests and a coordinated approach from a research person and a Chief Instructional Officer on the campus who can work directly with faculty and staff to move the initiatives forward.

B. Student Support Services

A strategic planning initiative which addressed improvement of services to students led to the creation of the Student Services Committee (SSC) which has worked together to improve services across the campus, registration, I.D. cards, orientation and the Student Services Program Review. These program reviews are in their second year and include SLO's, data, surveys, feedback, and a plan for regular, ongoing updates.

Another important service to students is the Gullo Student Center, the hub of campus life and many activities and initiatives sponsored by Associated Students and the Student Life Involvement Council (SLIC). A coordinated public relations/web presence is essential to maintain strong programs for students.

A new Office of Diversity along with a committee and committed faculty and staff has increased our awareness of and interest in promoting diversity throughout the campus (curriculum, activities, staffing, policies etc.)

C. Library and Learning Support

The Library and all of the learning support labs on campus play an important role in supporting instruction and student learning success. With the new Library/Educational Technology Center opening summer 2004, many of the issues with space, technology, and variety of learning needs will be addressed for the Library and some labs. There are additional labs on campus in other spaces that need upgrading and expansion of resources and staff to keep up with student learning needs.

The Library book budget has remained flat for a number of years so the growth in print materials lags behind the need. State funded support Telecommunications and Technology Infrastructure Program (TTIP) has revitalized the electronic resources in recent years.

Information competency reaches the entire campus throughout the whole curriculum. More librarian and lab staffing is needed to adequately meet the growing needs in this area. Measurement of information competency is at the heart of the SLO movement, requiring data gathering, measurement and feedback between the library/lab and classroom faculty and students.

III: Resources**A. Human**

This standard covers the resources needed to accomplish our learning goals. The college needs an analysis of college wide staffing to meet the needs of the students served, including diversity data and recruitment of a diverse applicant pool. Staff, faculty, and senior administrators evaluations should have more input from a broader cross section of staff. The college should develop a code of ethics as indicated in the accreditation standards and also included as a college goal for 2004. We need to clarify the roles of the Staff Development Committee and Teaching and Learning Center and provide more opportunities for classified staff training.

B. Facilities

The facilities resources to support student learning have been enhanced by Measure I and other funding. The emphasis in this standard involves ongoing planning and improvement of all buildings in terms of how they achieve their mission and improve student learning. Other factors including HVAC and lighting affect student learning. Safety issues such as ADA accessibility, lighting and emergency evacuation procedures are all areas that have plans but which need more coordinated attention from the campus Facilities Committee, Safety Committee and District Office.

C. Technology

The resources in this standard deal with technology, infrastructure, new construction and equipment, technical support, training for faculty and staff, ongoing planning and maintenance of equipment. Consistent funding for technology, including staffing, is a high priority. All technology needs including grants and external funding need to be planned and coordinated through the Campus Technology Committee (CTC) in order to provide ongoing and adequate support. The campus has a revised technology plan and needs to implement it with careful planning between the college and district office.

C. Financial

The primary concern in this area involves the district resource distribution and allocation process. The college is seeking a more inclusive, collaborative role in the decision making process for financial resources with the District Office and the newly reinstated campus budget committee process. The college needs a full time Chief Financial Officer to work with faculty, staff, and administration on fiscal planning on the campus and with the District Office on resources allocation process.

IV: Leadership and Governance

Integrated planning and collaborative decision making throughout the college governance groups (College Council, Academic Senate, Classified Senate, Associated Students) are college priorities and have been noted in previous accreditation team reports. All governance groups should be included in ongoing exploration of district administrative functions as part of the mapping process required by the Accrediting Commission. The Board of Trustees policies need to be systematically reviewed, updated and revised.

Working with constituency groups, the Board should:

- a) discuss district governance and administration and develop guidelines
- b) create a policy directive clearly stating the relationship between the District Office and the colleges, and the responsibilities of senior management
- c) reevaluate the job descriptions of senior administrators and clarify their roles in supporting the board priorities and educational goals of the campuses, including methods of effective evaluation and accountability
- d) develop and use an evaluation process for senior administrators that provides input from college personnel
- e) place student learning at the heart of all deliberations

Organization of the Self Study

The EVC accreditation self study began in early 2003 when cross discipline teams of faculty, staff and administrators were organized under the leadership of two co-chairs (an administrator and a faculty member). Following an orientation session by the Accrediting Commission of Community and Junior Colleges (ACCJC), the teams began to define their areas according to the Commission guidelines for the newly revised standards, gather evidence, conduct interviews, and explore resources throughout the college and district.

By the beginning of fall 2003, all teams had submitted first drafts which were edited into a single document (draft A) by the co-chairs. During January through March of 2004, the teams and other campus faculty, staff, administrators, and students provided more data, corrections and input into the study. Draft B was then created and widely distributed both electronically and in hard copy for review by the campus constituency groups. A final report was submitted to the Board in May 2004 for discussion and adoption at the June 8, 2004, board

meeting.

Board Involvement

The Board was involved in various ways throughout this process:

- An overview was presented by the Associate Vice Chancellor for Research and Planning and the Vice Chancellor for Educational Services at a fall 2002 Board meeting.
- Board members attended the ACCJC presentation in February 2003 and were interviewed by Standard 4 team members during spring and summer 2003.
- A Board presentation/update by both campuses Nov. 2003.
- Appointment of Board liaisons to EVC, several discussions throughout the winter with the liaisons and campus co-chairs/president/chancellor; and several Board committees were formed to address issues surrounding the accreditation report and recommenda-

tions from the previous study.

- Management Supervisory and Confidential (MSC) retreats were held in January 2003 and 2004 to address communication and decision-making; Board members attended these retreats.

Dialogue

The dialogue on campus has occurred in many ways: regular constituency groups, standing committees, Instructional Improvement Day sessions, and individual team meetings. A campus wide survey was conducted in spring 2003 for administrators, faculty, staff and students. Campus faculty, staff and administrators participated in another survey in fall 2003 dealing with the function mapping exercise required by the Accrediting Commission. Anecdotal comments from team members indicated that the discussion in the teams, often by people who represented different groups and who had seldom worked together before, was very valuable in terms of

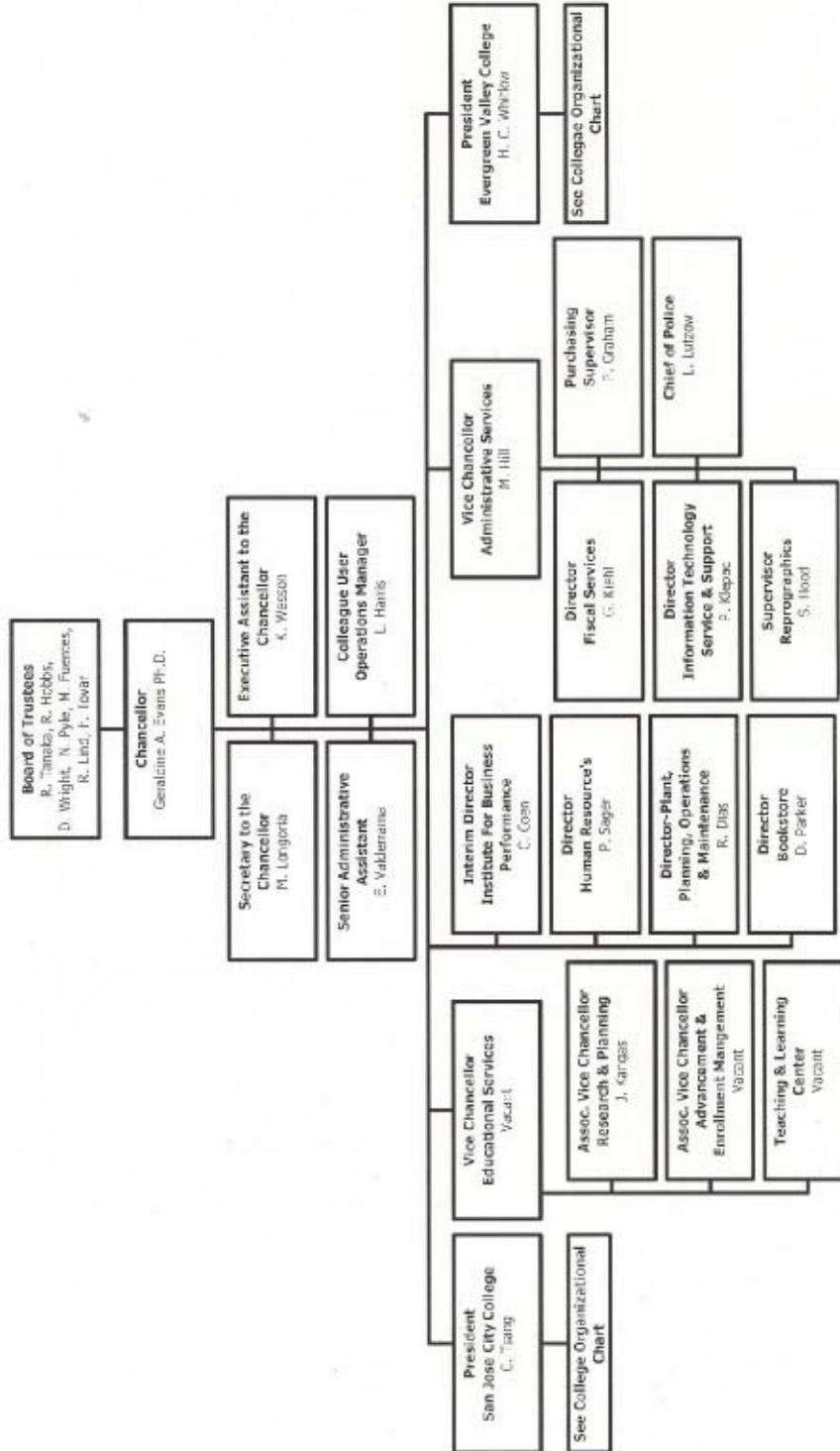
- Learning more about the campus and district operations
- Meeting new colleagues, thinking about our work in new ways
- Addressing concerns in a broader framework and working together to improve our college and the student learning experience

A sense of pride in what we are already accomplishing with efforts such as Student Learning Outcomes (SLO's) student orientation/retention, new facilities, new learning initiatives etc. was evident throughout the study.

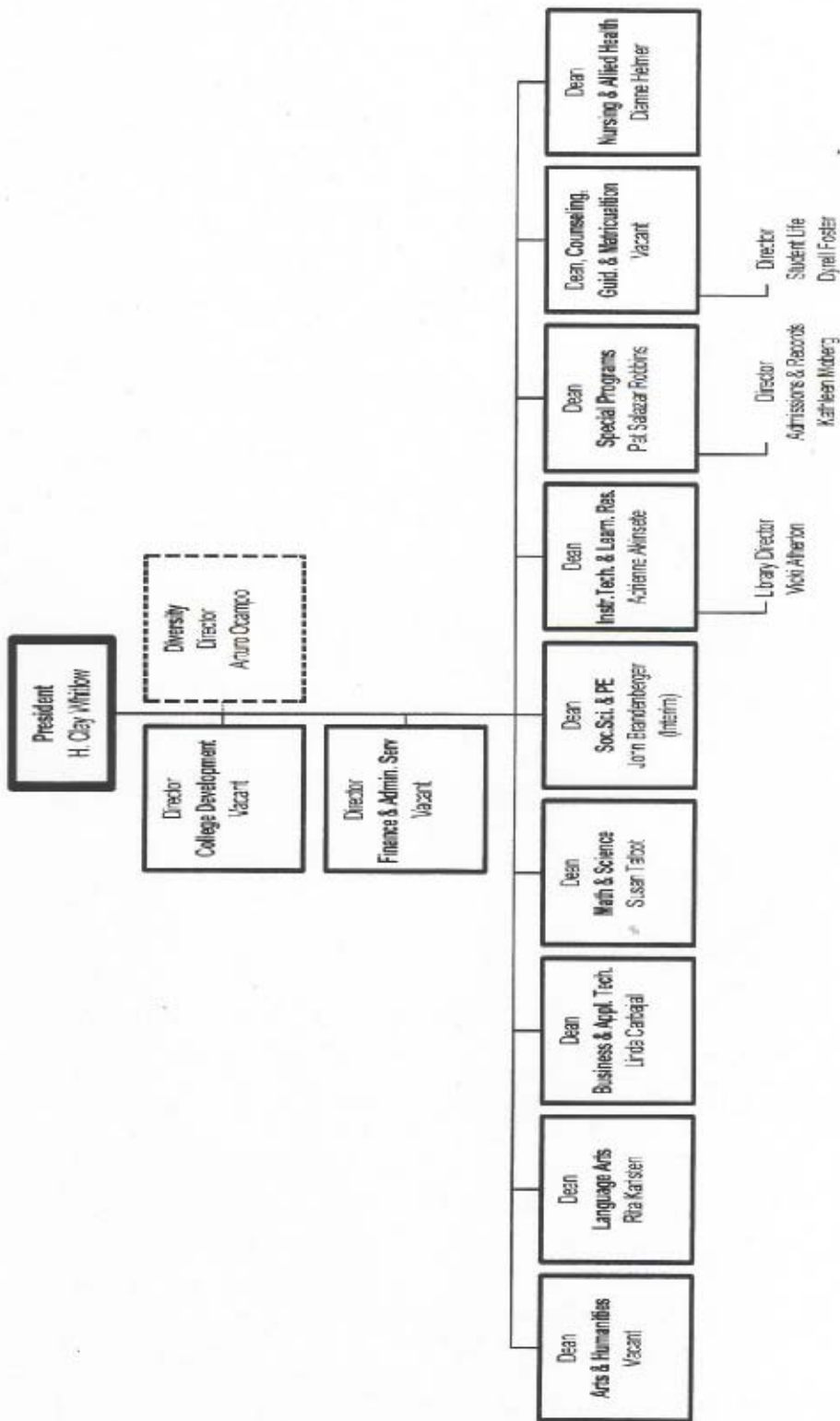
Accreditation Self Study Timeline

Selection of co-chairs Sept 2002
Accreditation standards template created by Research and Planning October 2002
Faculty attendance at Statewide Research and Planning Group Training on Student Learning Outcomes November 2002
Selection of team members, including faculty, staff, and administrators December 2002
Instructional Improvement Day accreditation introduction and SLO workshop January 2003
ACCJC accreditation presentation on new standards February 2003
Initial meetings of committees, work plan due, creation of questions for spring survey February-March 2003
Faculty, staff, and student online surveys April -May 2003
SJECCD accreditation web page on District Intranet
Outline and progress report by May 2003
First draft due June-July 2003
Leadership retreat August 2003
Instructional Improvement Day overview August 2003
Committee chairs meeting-first draft available for review August 2003
Revision, editing by committees and co-chairs Sept-December 2003
Committees review of previous team report and recommendations
ACCJC accreditation workshop October 2003
Presentation to Board November 2003
Draft A on public folders for review by committees and constituent groups January-February 2004
Board study session March 2004
Draft B distributed campus wide March 2004
Campus open forum April 2004
Executive summary submitted for discussion at Board meeting May 2004
Final draft approved by constituent groups and submitted to board May 2004
Final study posted on college web page May 2004
Final study approved by Board June 2004
Final study completed and printed July-August 2004

San Jose/Evergreen Community College District
Organizational Chart



Evergreen Valley College
Administrative Organizational Chart



District Function Map

The Functional Lines of Responsibility that Guide the Operation of San Jose City College and Evergreen Valley College Within the San Jose/Evergreen Community College District and Results of the SJECDD District Mapping Survey December, 2003

District mapping is a new requirement in the accreditation self study process for multi-college districts. Designed to move away from using an organizational chart to represent how colleges in multi-college districts operate, the mapping process is an effort to actually define the functional lines of responsibility and how well they work.

To complete this requirement, The San Jose/Evergreen Community College District adapted and administered a survey of administrators, faculty, and staff on both the San Jose City College and Evergreen Valley College campuses, and district office. This survey was designed to ask two-part questions about 13 broad functional areas of responsibility: educational program; student support; governance and administration; planning and research; facilities planning; building administration and grounds maintenance; safety and security; personnel; management information/information technology system; fiscal activities; grant/foundation management; communication activities; and other/miscella-

neous activities. Each respondent was asked to assess his or her impression of where the responsibility for each functional area lies. They were then asked to assess how effective that alignment “works” in practice to support the colleges in meeting their missions.

We received survey data from 55 employees at San Jose City College, 76 employees at Evergreen Valley College, and 20 employees from the district office. The response rate was low relative to the total number of staff who were e-mailed the survey most likely because it was sent in early December, before the end of semester and winter break, but it was intended that the data be available for the management, supervisory, and confidential (MSC) retreat in January, to be used for planning activities. Data is available by site, but was not broken down by employee classification.

The mapping the district report that follows provides a brief discussion of the functional lines of responsibility across the broad operational areas, defined by the intentions of policies, procedures and practice. The survey results reflect the impressions of employees, including their views about where the functional lines of responsibility lie as well as views about how well the lines of responsibility work for the two colleges of the district as they seek to meet their mission and goals.

Educational Programs*A. Functional Responsibility*

The primary mission of the colleges is to offer academic and vocational instruction at the lower division level, with the provision of remedial instruction and support services for those in need of it. Several important functional areas support this primary mission.

Educational program development and planning is primarily the focus of the college, although there is some joint planning done between the district and both colleges. College faculty, deans and the president utilize a variety of educational planning input (including analysis of the environmental scan data, input from the local business community, evaluations/surveys conducted on campus, and other relevant district and college strategic planning resources) to develop a college educational master plan. The educational master plan then serves as the background document for faculty and administrators to propose and develop programs for college approval. SJECCD board policy states that a curriculum committee be established at each college and that the committees will meet regularly. After new programs are approved at the college level by the respective curriculum committee, academic senate, and president, they are sent to the district for approval by the board of trustees, and then to the State Chancellor's Office for final approval. The district also has a coordinating function through the associate vice chancellor for research and planning's office, where curriculum information for the district is inputted into the MIS system and maintained. Actual program development process resides largely with the faculty via the academic senate and the college's curriculum committee. Under the existing organizational structure the college president is the chief instructional officer for the campus, and a chief instructional officer liaison is selected among the instructional deans to relieve the president of day-to-day operational issues. Instructional deans serve on the curriculum committee and perform a variety of responsibilities that are often assigned to a vice president.

The district office of research and planning maintains the program review schedule, provides data related to those reviews, and facilitates the presentation of those reviews to the governing board. The office provides extensive Trends documents used both by the governing board which are distributed districtwide and available for use by the colleges in their planning. The office coordinates the curriculum approval processes on and between the two campuses and insures that all the data elements related to courses and programs are entered into the district databases and are available for the schedule and catalogs and for state reporting. Actual course and program development is a campus function that typically takes place with the faculty with support from their deans.

There is a perceived need for high level decisions related to program development, consolidation, and reduction districtwide. There is little long range coordination related to these kinds of decisions across the campuses. A vice chancellor for educational services position has been eliminated at the district leaving even more of a void for this function. The deans from the two colleges meet together to provide some districtwide coordination of educational programs and services without leadership to help facilitate decisions needed at higher levels. At the present time, educational leadership is a college function and responsibility of the president. In addition to a need for district wide program coordination and long range planning, there is also a need for a process related to program reduction and/or discontinuance.

There are six major areas of educational programming that are almost exclusively a college responsibility. These include the library, learning resources (tutoring and tutorial lab support), delivery of classroom instruction, distance education delivery, delivery of community services, and economic/workforce development program delivery. The colleges develop their own unique approach to the provision of these services in support of the education of students. The district provides the infrastructure necessary to provide instructional support for both the student and administrative computing needs, and

provides data and MIS reports which the campuses use to make decisions. In addition, San Jose City College currently administers two grants from the State Chancellors' Office for statewide economic development activities.

Contract education is primarily a district responsibility, with some college involvement. The district's Institute for Business Performance, currently located on the San Jose City College campus, takes the lead on the provision of contract education for the business community, however the colleges have an important role in the process, particularly when credit courses are requested. In addition, the campuses may choose to conduct contract education independently, but this is not a focus of the campuses.

Partnership for Excellence funds were used by the district to conduct staff development through the effort of the Teaching and Learning Center (TLC). This center is a district office effort with input from the campuses; a TLC office exists on each campus to support faculty development.

B. Perceptions about the Functional Responsibility
Survey results indicate that there is strong agreement about where the functional responsibility lies for six of the nine educational program activities. The largest numbers of respondents correctly identified the following areas: educational program development/planning, library; learning resources; classroom instruction; curriculum development and review, and distance education.

Areas where a large number of respondents do not agree or more likely are unsure where the functional responsibility lies include contract education (41% are unsure), community services (39% are unsure), and economic/workforce development (37% were unsure). This may be related to recent changes in organizational structure and relocation of the Institute for Business Performance. When asked how well the functional areas related to the education program work, the four areas where responsibility was unclear also had high percentage of responses that indicated that the respondent "do not know" how well the division of labor was work-

ing. Responses to the areas that had correctly identified the locus of control were reported to be working or working well by the majority of respondents.

Student Support

A. Functional Responsibility

Most of the support programs and services to students are the functional responsibility of the colleges, either exclusively or with modest coordination from the district. Student activities, counseling, financial aid, and academic support programs (programs such as college orientation and other programs designed to improve student performance) are almost exclusively college responsibilities. Each college determines the organizational structure for the provision of these services and allocates staff and fiscal resources accordingly.

The provision of services from student admissions, student enrollment/registration and student records are primarily a college responsibility, with modest support from the district for two reasons. Students are more effectively served on a personal level if there is continuity in the provision of services; this way, students who wish to attend both colleges can easily do so. Coordination must also exist for our integrated student data management system to be utilized efficiently and effectively in processing student data. The academic calendar is defined through negotiation for the entire district, and the schedule of classes requires coordination throughout the district in terms of timelines and printing.

Student refunds, financial aid transmittals, and cash draws from the federal government are district responsibilities, carried out by the director of fiscal services. Information technology support services (ITSS) provides extensive support for financial aid reporting and the issuance of checks.

As a relatively new program, Workforce Initiative Network (WIN) and CalWORKs staff members are available to provide counseling and other support services to CalWORKs students on each college campus. In addition, there is support from the district for issuing district-wide reports

to the State Chancellor's Office. As such, CalWORKS is primarily a college responsibility, with modest support from the district.

Each college is responsible for developing a counseling program that supports students in their efforts to transfer as well as for developing articulation agreements with transfer universities for lower division courses. Districts are currently required to submit a transfer center plan with annual reports to the State Chancellor's Office describing the district's efforts and achievements in meeting the plans targets. As such, student transfer is a college responsibility, with modest coordination from the district.

Enrollment management is currently the responsibility of the colleges, with modest coordination from the district. The district allocates enrollment growth dollars to the colleges to add new courses to the schedule when growth funding is available to the district and assists in providing data for enrollment management. The district provides some marketing support to the college. The colleges build the schedules and handle local community and high school recruitment efforts.

The district office of research and planning provides coordination in the development of the Datatel degree audit functions. Insufficient campus staff to implement this student service module reduces our ability to utilize this Datatel module. The research and planning department also coordinates the districtwide prerequisite checking system. It also coordinates the validation of new assessment instruments and coordinates its implementation with the student service areas on the campuses. The office provides consultation and direction in complying with assessment and prerequisite regulations. It also provides data and support for student equity plans and student services grants.

B. Perceptions about the Functional Responsibility
Survey results indicate that there is strong agreement across the district about where the functional responsibility lies for student support activities. The largest proportion of respondents identified the functional responsibility correctly for nine out of ten areas: student activities; stu-

dent admissions; student counseling; student enrollment/registration; student records; student financial aid; student academic support programs; student transfer; and CalWORKS. Regarding enrollment management, there was an almost equal number of responses for college primacy, district primacy, joint function, and "don't know".

Although the majority of respondents (49%) know that CalWORKS/WIN is primarily a college responsibility, 21% "do not know" where the functional responsibility lies, 9% identified the district as responsible, and 21% said that it is a joint district/college function. The CalWORKS/WIN program was initially developed as a district program with staff on both campus and a program director reporting to the chancellor. This arrangement was recently changed, and the WIN director now reports to both presidents, so the discrepancy in survey answers is probably the result of this recent change in responsibility.

Until June, 2003, enrollment management was handled at the district office by the associate vice chancellor for enrollment management. That position was eliminated with his retirement and functional responsibility transferred to the campuses. This survey was administered to all campus and district staff, and it appears that many people "do not know" about this change, or where the resulting functional responsibility is.

When asked how well the functional areas related to the student support activities work, several areas were identified where the responsibility does not appear effective or respondents "do not know" how effective it is. Regarding student enrollment/registration, 21% reported that the distribution of labor "does not work". Student records responses were 14% "not working well", and 15% "don't know". Student financial responses were 9% not working well, and 24% "don't know". Regarding the CalWORKS/WIN program, 38% of respondents "don't know". Enrollment management was even more of an issue, with 19% "not working well", and 38% "don't know".

Governance and Administration

A. Functional Responsibility

The board of trustees serves as the legislative and policymaking body charged with oversight and control of the district, adopting policies to guide the operation. The board delegates the responsibility of specifying actions and arrangements under which the district operates to the chancellor, who serves as the chief executive officer/secretary to the board. Both the board's and the chancellor's authority are derived from the Education Code of California. Relations with the board of trustees are primarily the responsibility of the district, with some involvement from the colleges.

The vice chancellor for administrative services is responsible for providing or securing legal support or services to the district and its constituent parts, which include the board, administration, faculty, staff and students. Legal support services are almost exclusively a district responsibility.

District office administrators are responsible for drafting policy and regulations that operationally guide the organization, many of which are mandated by the Education Code or by state law. Policy and regulation development/review is primarily a district responsibility, with some college input.

Local community and business partnerships are a joint responsibility. Several partnerships (e.g. the consortium of Silicon Valley Community Colleges) have been created at the district level to address issues that affect the entire district. Academic departments, student support offices and the president's office develop college level business and community partnerships in response to more local issues.

The administration of off-campus centers is almost exclusively a college responsibility, once leases are negotiated and signed. The campuses are currently offering a joint accelerated degree program for county employees.

The district at one point had a community services coordinator. This position evolved into the Institute for Business Performance that was charged with becoming self-supporting. The community services offerings went by the wayside in this process. With the Institute managing large contracts, the colleges have begun to develop some mechanisms for offering the previously dropped community services courses. The colleges are not well staffed to perform this function but are making a beginning with the resources they have. This community service function seems to be evolving into a campus function. The Institute for Business Performance, which is currently housed at San Jose City College and managed almost exclusively at the district level, is unique in this regard, although there is limited college involvement for special college programs or courses that are offered through this organization from time to time.

B. *Perceptions about the Functional Responsibility* Survey results indicate that there is strong agreement across the district about where the functional responsibility lies for board of trustees relations; legal support services; policy and regulation development/review. Local community and business development partnerships were reported in nearly equal number to be a campus responsibility, a district responsibility, a joint responsibility, or unknown. Off-campus education center administration had the greatest number of responses in the "don't know" category (46%) with the remaining responses evenly split between college, joint ownership, and district office.

For board of trustee relations, 49% responded that the division of responsibility "works" or "works well"; 31% responded that the division "does not work" well, and 20% "do not know". For legal support and services, 59% of respondents said they "do not know", 31% said the division of responsibility ""works"" or "works well". The majority of respondents "do not know" if the division of functional responsibility works for policy and regulation development and review (43%), local community/business partnerships (50%), and off-campus educational center administration (66%).

Planning and Research Activities*A. Functional Responsibility*

The district office has a research/planning office that supports both campus and district needs. As such, the district strategic planning process is primarily a district responsibility, with some college involvement.

Strategic directions for change at the district level are identified in the form of goals developed by the board of trustees at their annual retreat, and the chancellor's goals. These documents are presented to the college to be used in the campus's strategic planning. College level plans provide much more specificity and detail, reaching down to the unit level of review. As such, college strategic planning is primarily a college responsibility, with modest coordination from the district, in that the district goals serve as its broad framework.

Institutional research is primarily a district responsibility with modest campus input. The district office assumes the responsibility for providing demographic and outcomes profiles and analytical studies of a wide variety of student groups and of individual academic programs. This office also coordinates the development of the research databases that are built to support institutional research. It is also responsible for program review activities, matriculation-related research, assessment test validation and pre- and co-requisite course validation studies.

Research related to faculty and staff is primarily a district responsibility as well. ITSS and human resources staff are jointly responsible for building three staff-related tables that are sent to the State Chancellor's Management Information System (MIS) each semester. From these tables, two Integrated Postsecondary Education Data System (IPEDS) Surveys are generated on an annual basis and sent to the U.S. Department of Education to meet federal reporting requirements. The district research and planning office assists by coordinating the validation of many of these files.

State and federal reporting are also primarily a district responsibility. The district handles all required state reports related to matriculation and student equity. The director of fiscal services does the attendance reporting, 311 and 311-Q financial reports, and IPEDS reports. District ITSS creates the MIS files that go to the state (both student and staff data files). The district Finance and Administration office completes and submits all 320 Reports to the State Chancellor's Office. The district research and planning office coordinates the completion of the annual surveys that are submitted to the U.S. Department of Education.

The faculty senates and administration developed a district-wide program review and planning process and timelines with the facilitation of research and planning at the district level. The research and planning office provides Trends information, posts the timelines on the intranet and reminds people of the schedule for program review. The R&P office provides workshops if requested on how to approach the program review task. The governing board has an annual retreat at which they review the trends and district performance indicators and creates a list of district-wide priorities to be used by the colleges in their planning processes.

As a practical matter, the presidents are in charge of campus planning processes. The president determines the degree to which the approved planning processes are implemented. As president, vice chancellor, chancellor and other positions have turned over, the uniformity of implementation of approved processes is hard to maintain. The approved program review and strategic planning process of many years ago still exists and is used but has not recently been fully implemented by the campuses because of the unavailability of data until last year.

B. Perceptions about the Functional Responsibility

The survey results indicate that there is strong agreement about where the responsibility lies for the three functional areas of planning and research: district strategic planning; college strategic planning; and institutional.

In regard to how well this distribution of labor “works”, 24% of respondents said that responsibility for district strategic planning “does not work” well, and 35% “do not know”. Comments by respondents indicate that they do not see the board goals as a strategic plan, and would like the plan to be developed with input from the colleges. The overwhelming majority agreed that college strategic planning and institutional research divisions of labor “works” or “works well”, but another 26% “do not know” about how well the institutional research division of labor works.

Facilities Planning

A. Functional Responsibility

The primary responsibility for facilities planning rests with the department of facilities at the district office, with input from the colleges at several points in the process. Facilities planning begins with the facilities master plan, which is an internal plan that is updated annually. From this, the State Chancellor’s Office 5-Year Facilities Construction Plan and Space Inventory is derived and updated each year. This office uses state guidelines and requirements to put together a broad definition of projects that are needed. The college facilities committees identify priorities for the campus and are active in the development of the campus master plan for facilities. This input is then utilized to update the final long range and 5-year plans, taking into consideration both the recommendations from the colleges as well as the knowledge about those facilities most likely to be eligible for state funding. As such, the 5-year facilities plan is a joint district and college process. With the passage of the district general obligation bond issue there has been a tremendous effort to rebuild the campuses. This effort requires a projection of educational program needs into the future, so significant college input has been required.

Once the district and colleges determine that new buildings are needed and state approval has been granted, new building design plans are developed. An architect is hired by the district office to work with the end-users at the college to create a design that functions most effectively for college educational programs and/or program support offices. Older facilities redesign,

defined by the state as modernization, follows requirements developed by the State Chancellor’s Office. Buildings are ranked by the number of deficiencies that exist and a determination is then made whether a building should be replaced or modernized. Once this determination has been made, the same design process that is used for new buildings is followed. The long range and 5-year plans continue to be the foundation that guides the planning process for both new building design and older facility redesign. Both are processes that the district office and colleges coordinate jointly.

Once facilities move to the construction phase, building construction management, the building planning costs and the construction costs are the primary responsibility of the district office, with some college involvement. The facilities and maintenance office oversees the activities of the contractor responsible for construction, assuring that the guidelines mandated by the state are followed. These guidelines are required for local bond funded construction, as well.

B. Perceptions about the Functional Responsibility Responses on the four functional responsibility activities for facilities planning were incorrectly identified by a majority of respondents. Regarding the 5-year Facilities Plan, 22% identified this as a campus function, 38% identified it correctly as a jointly coordinated function, 27% identified it as a district function, and 13% “do not know”.

Regarding new building design, which is jointly coordinated, 43% of respondents identified this as a college function, 35% as jointly coordinated, 13% as a district function, and 9% “do not

Regarding older facility redesign, also jointly coordinated, 37% of respondents identified this as a college function, 35% as jointly coordinated, 14% as a district function, and 14% “do not know”.

Regarding building construction management, primarily a district responsibility, was identified by 20% of respondents identified this as a college function, 28% as jointly coordinated, 39% correctly as a district function, and 13% “do not know”.

Thirty-two percent of respondents “do not know” how well the division of labor works regarding the 5 year facilities plan, 30% for older facility redesign, and 26% for building/construction management. In addition, 16% reported that older facility redesign did not work well.

Building Administration and Grounds Maintenance

A. Functional Responsibility

The primary responsibility for building administration and grounds maintenance rests with the department of facilities at the district office. There is a campus office for maintenance staff, including an administrative assistant, at San Jose City College, but all work scheduling at the campus and district office sites is coordinated through the director’s office. In addition, there is an evening custodial supervisor on each campus who oversees custodial operations between 3:30 PM and midnight. Facilities staff at the district office handle all other building and grounds maintenance activities.

Funding for maintenance and repairs is similar to the funding of new facilities for community colleges of California. A 5-Year scheduled maintenance and special repairs (SMSR) plan is updated annually and submitted to the State Chancellor’s Office. A consultant prepares a facilities analysis for the plan and the district must provide a dollar-to-dollar match for funds that are requested. As with new facilities, the state evaluates plans on a priority needs basis.

Energy maintenance is guided by state mandates. SJECCD uses an energy management system that is controlled electronically from the district office. As such, this is an operation managed almost exclusively by the district.

Skilled tradesmen work for the facilities department at the district office and are assigned to specific jobs in support of facilities maintenance at the colleges, as requests are made through the maintenance office at SJCC. In addition, a team of employees responsible to maintain the grounds, athletic facilities/fields and the parking lots and roadways, reports to a grounds supervisor at the district level but these teams are

housed at each college. Both facilities and grounds maintenance are operations that are primarily district responsibilities, with some input from the colleges.

Classroom assignments and facility space allocation are almost exclusively college responsibilities. Facilities space rental is coordinated by the campus office of administrative services, while classroom assignments are coordinated by the office of academic support at each college.

The need for off-campus facility lease agreements is determined at the college level; however, the actual decision to lease rather than buy, the negotiation process, and the legal counsel and insurance reviews occur at the district level. District office staff work closely with staff at the colleges to assure that needs are being met through the negotiation processes. As such, the responsibility for off-campus facility lease agreements is a district responsibility.

B. Perceptions about the Functional Responsibility

The functional responsibilities for the six areas of building administration and grounds maintenance were identified correctly by a majority of respondents, but only classroom assignments and facility space allocation had a strong agreement with the correct response.

Energy maintenance was perceived not to work by 19% of respondents; 28% “do not know”. Facilities maintenance was perceived not to work by 20% of respondents. There was a large number of respondents who “do not know” if the delegation of responsibility for classroom assignment (21%), facility space allocation (29%) and off-campus facilities lease agreements (71%) works.

Because staff are visible at the campus and calls for maintenance and custodial requests go to SJCC, it may be that the campus respondents think that this is a campus or shared function when it is primarily a district responsibility.

Safety and Security

A. Functional Responsibility

Infrastructure support related to safety and security such as lighting, intrusion alarms, fire alarms and ADA accessibility are the responsibility of the facilities department at the district office. Monitoring day-to-day safety of facilities on the college campuses is handled by the facilities committees to address the multitude of issues related to safety. There is a district-wide safety committee that generally meets quarterly; this group discusses safety issues and possible solutions that are common to both colleges. The district office is responsible for both oversight and the financial responsibility for workers compensation. When accidents occur, forms are completed on location. The college administrator for the area reviews these reports to determine whether immediate maintenance is needed to correct newly identified structural problems related to the accident. The district and several other local college districts share a full time risk management specialist with several other local college districts who serves as a resource to the colleges on issues related to ergonomics, oil spills, storm water prevention planning and other risk and safety issues common across the district. Based on this, both the building security and general safety are coordinated jointly.

Workers' Compensation administration is almost exclusively a district responsibility. Human resources is charged with oversight of this program.

Police operations are almost exclusively a district responsibility. Campus police personnel report to a chief of police, who in turn reports to the vice chancellor for administrative services. There is a police office at each campus, but the function is a centralized one.

B. Perceptions about the Functional Responsibility

The largest number of respondents correctly identified each functional area of responsibility, but large proportions also identified either the college or the district as having responsibility, and only a small percentage "do not know" for each question. Building security was the only function where respondents indicated that the responsibility did not work (24%).

Personnel

A. Functional Responsibility

The functional responsibilities related to personnel are either handled or guided very specifically by the department of human resources (HR) at the district office. This office is responsible for informing employees about the policies and procedures related to all personnel transactions including hiring, evaluating, promoting and terminating employees; maintaining all official personnel files of each employee; serving as a resource to managers related to day-to-day responsibilities for employees under their supervision; and seeing that personnel-related policies and regulations established by the board of trustees are followed. HR is also responsible to assure compliance as it relates to labor laws, the education code and other related legal issues that mandate specific practices related to personnel issues.

Affirmative action/equal opportunity is coordinated jointly between the colleges and the district office. The chancellor and the presidents of the colleges are responsible for taking remedial action in the event of discrimination against applicants, staff or students, based on race, color, gender, sexual orientation, religion, age (over forty), national origin, ancestry, disability, political affiliation or belief, or marital status. Each campus houses a diversity officer who reports to the chancellor, whose role is to promote cross-cultural understanding and appreciation; facilitate and conduct investigations/mediation for informal and formal discrimination or harassment complaints; ensure compliance with legal mandates relating to Non-discrimination laws and ADA, and serve as a resource regarding equal employment opportunity and diversity.

The development of employee contracts and related negotiations are coordinated by the district office, with college input. Negotiating teams for both faculty contracts and classified staff contracts include administration managers at the college level who are responsible for supervising constituency members and the constituency representatives for the respective union whose contract is under negotiation. Once negotiations are complete, the administration of employee

contracts is often a district function, with HR bringing local administrators into the loop as appropriate. Sometimes issues are first initiated at the college level but are then referred to HR for administration.

Staff development takes many forms throughout the district. Flex day workshops are organized and held over one or two days prior to the start of each semester and several other staff development activities are coordinated by the colleges throughout the academic year; these serve as activities developed primarily for college faculty and staff. Several years ago the district office began coordinating a district-wide staff development day held mid-semester on a day the colleges are closed so that all staff can attend. In addition we have a Teaching and Learning Center on each campus, with a shared director who reports to the chancellor. Staff development is therefore a jointly coordinated function.

The department or office that creates a position initiates the development of job descriptions, seeking input from HR regarding required content and wording. As such, this is joint district/college responsibility. Reclassification of employees is almost exclusively a district function, with limited campus input. Employee recruitment for open positions is generally handled by HR, except for very specialized positions, where departments or offices augment the advertising conducted centrally, by posting openings on professional e-mail distribution lists, in college/university placement offices and the like. Employee recruitment, then, is primarily the district's responsibility, with some college involvement. Once recruited, HR conducts an initial screening of applications to evaluate whether the minimum qualifications for a position are met. Once minimum qualifications have been reviewed, the college screening committee takes over and screens candidates for positions; this is primarily a college responsibility, with district review for diversity at each step. Processing newly hired employees is almost exclusively a district function; the HR and Benefits offices "process" all new employees.

B. Perceptions about the Functional Responsibility
Of the seven areas of responsibility related to personnel, all were correctly identified by respondents district-wide. Job description development was reported not to work by 21% of respondents, employee recruitment by 24%, candidate screening by 35%, and processing newly hired employees by 21%. In addition, 33% of respondents "do not know" how effective employee contract development and administration was.

Management Information/Information Technology Systems

A. Functional Responsibility

The Information Technology Services and Support (ITSS) at the district office serves as the central support for managing computer-related operations and services for the district. This includes district-wide systems and their administration (including support of the district's Oracle operational database); application services and programming (the Datatel application software that runs on the district's operational database); technical services (in support of the district cable plant and the network and its related servers throughout the district which support e-mail and internet access); coordination of a process to establish software and hardware standards and policies for local computer work stations; and telecommunications (telephone services, including voicemail).

Both the administration of the Datatel human resources system and administration of the Datatel financial system are handled almost exclusively at the district office with modest campus coordination. The HR department at district office defines the system requirements for HR; finance/administration at the district office defines the requirements for the financial system. Both sets of requirements are established to comply with Education Code and other state requirements for community colleges, as well as to meet operational requirements defined by the board of trustees through district policy. When problems arise, the district's "help desk" is the point of contact for resolution. A "CORE" administrative team with representatives from the campuses makes recommendations to ITSS on Datatel issues.

The administration of the Datatel student system is a district function. The colleges state requirements for the student system, while ITSS administers the system to meet those requirements, taking both the technical limitations of the software and the practicality of implementation into consideration.

Support to students for the use of the system is a campus responsibility. Students currently seek support through various student support offices at the colleges, particularly the admissions and records offices. Students can access registration through the web or telephone in addition to on-campus service.

Support of each employee's computer workstation, both in terms of hardware and software, is handled primarily by the colleges with modest coordination from the district. District ITSS coordinates a process that establishes software and hardware standards but the day-to-day issues related to each employee's personal computer are handled by campus technology support services (CTSS) staff members. District office ITSS technicians support employees at the district office.

District ITSS has support responsibility for all cabling and the voice and data networks in the district. CTSS staff provide first level problem resolution support related to the networks and report unresolved problems to district ITSS.

District ITSS has technical support responsibility for the SJECCD employee e-mail and Internet access system. CTSS staff provide the first level of problem support and user management, referring unsolved problems to district ITSS. As such, the functional responsibility for e-mail and Internet access is coordinated jointly.

District ITSS has support responsibility for all phone services, including voicemail throughout the district. Problems that arise while using these systems are called in to the district help desk for resolution. If there is no resolution, a college technical staff member contacts ITSS to resolve the problem. District contacts coordinate new ser-

vice requests as well as change requests for phone services, with district staff performing the services. The provision of phone and voicemail service is a district responsibility.

Faculty members who utilize technical resources to teach online or enhance their courses with web components rely on expertise at the colleges for assistance. The colleges then enroll users and support those users, both faculty and students, alike. However, because the district provides servers, application software and the necessary support for both, technical support to faculty for online and web-enhanced courses is primarily a college responsibility, with some district involvement.

B. Perceptions about the Functional Responsibility

Perceptions of respondents were correct on locus of responsibility for IT system administration, work station/PC support, phone and voicemail services, and technical support to faculty for on-line courses. There appeared to be confusion over the support for students item, as there was an even split between campus (direct support) and district (network support). The majority of respondents indicated that the district is responsible for e-mail and internet support, rather than perceiving these as jointly coordinated functions.

Fiscal Activities

A. Functional Responsibility

The office of administrative services consists of fiscal services and purchasing departments at the district office, under the direction of the vice chancellor of administrative services. On behalf of the chancellor, it is the responsibility of administrative services to ensure that funds received from the state for the operation of the district and its colleges are managed in compliance with existing laws and regulations defined by the Education Code, Title V, and the Budget and Accounting Manual issued by the State Chancellor's Office. Likewise, administrative services departments ensure that funds received from federal government sources and from private sources are managed according to the fiscal requirements set by the respective funding agency. While the administrative services office

prepares the annual budget and estimated expenditures, the district budget committee (comprised of three board members) provides a review process and makes recommendations to the full board of trustees. In addition, administrative services is responsible for attendance reporting to the state, which is the basis for the primary source of annual revenues for the district.

The actual distribution of funding each fiscal year is almost exclusively a district function. The district complies with state law in the distribution of restricted funds and allocates unrestricted funds based upon a number of factors and formulas developed and agreed upon by the chancellor, college presidents and the chancellor's executive staff. Once funds are allocated, those not earmarked for salaries and benefits become the discretionary funds available to the colleges. Although formulas are used to determine the proportion of discretionary funds each college receives, the colleges manage a budget process to determine how these funds will be allocated locally. College budget development is almost exclusively a college function. The colleges also have processes for determining faculty and classified staffing priorities.

Because administrative services serves as the fiscal agent for the district, audit compliance is almost exclusively a district function. Budget compliance, on the other hand, is jointly coordinated; the college director of administration/fiscal operations and his staff manage the process at the campus level, while administrative services provides overarching management across the district. Likewise, spending control and oversight is jointly coordinated through careful management by the college and district administrative services staff.

Accounting oversight is a joint district/college responsibility. The college oversees paperwork at the campus level, while the district deals with accounts payable and accounts receivable, delinquent student debt collection, 1099s to IRS, cash control and bank reconciliations, fixed assets tracking, GASB reporting, general obligation bond oversight, and lease revenue bond accounting and reporting. Staff at the colleges are responsible for prepar-

ing required documents for payroll but the district office manages the actual payroll process, including the technical infrastructure handled by the ITSS department as well as the business requirements (issuing paychecks, W-2s, federal and state taxes, STRS, PERS, Social Security, Unemployment Insurance, and Workers' Comp reporting), monitored by administrative services. This is primarily a district function, with some coordination from the colleges.

Purchasing decisions are made locally, based on fund availability in departmental budgets. The purchasing office at the district is, however, responsible for coordinating all procurement functions, including the coordination of consolidated district-wide purchases. In addition, the purchasing office is responsible to ensure that all applicable legal requirements, policies and procedures are followed. Once departments and offices throughout the district receive purchased items, verification is provided for the timely payment of vendors by the district office. As such, purchasing is primarily a district responsibility, with input from the colleges.

Warehouse receiving, inventory, recycling, surplus equipment, and records retention, is primarily a district function.

Long range financial planning is guided by district policy and by guidelines and policy recommendations established by the State Chancellor's Office. There are components of long range financial planning implemented by each college as it makes decisions about allocation of fiscal resources campus-wide, but it is the responsibility of administrative services to ensure that district policy, state guidelines, and policy recommendations established by the State Chancellor's Office are followed. As such, this is primarily a district responsibility, with some college involvement.

B. Perceptions about the Functional Responsibility
All of the fiscal activities were identified correctly by respondents as to where primary responsibility lies. Twenty six percent responded that annual distribution of funds is not working well with district control (compared to 46% who said

it was), and 24% said that college budget development is not working well (compared to 54% who said it is). A large number of respondents were unsure about audit (53%) and budget (43%) compliance effectiveness as well as spending oversight (30%) and long range financial planning (31%).

Grant/Foundation Management

A. The Functional Responsibility

Grant writing and management are accomplished differently at the two campuses. Grant-related support includes the identification of potential funding sources, liaison work with external funding agencies, assistance with grant budget preparation, consultation and workshops related to proposal design, proposal writing, and post grant acceptance troubleshooting. The district serves as the legal entity to request and receive all grant funds on behalf of the colleges. The college manages the grant activities and funds, and the district's fiscal services department provides fiscal oversight and the department of human resources provides personnel-related support when staff are hired with grant funds. All activities related to grant management are college responsibility with some district support.

The SJECCD Foundation is a non-profit public benefit corporation established as an auxiliary organization of the district, designated as a charitable organization. Its purpose is to raise private funds for the district and the colleges. As an auxiliary organization of the district, a volunteer board of directors including two of the current trustees manages the Foundation. All funds flow through the SJECCD Foundation and are pooled for investment purposes. The college foundations accept donations in their names that are deposited with the SJECCD Foundation in separate accounts, solely for the benefit of the college that received the donation. The SJECCD Foundation has a master agreement with the district that outlines the administrative functions and activities of the foundation. Management of the foundation is not actually a district or a college level responsibility, but rather the joint responsibility of this auxiliary organization.

B. Perceptions about the Functional Responsibility
Grant related activities were correctly identified as a campus responsibility by a majority of respondents. There were large numbers (more than 37% of responses on every question) who "did not know" the effectiveness of this distribution of labor.

Communication

A. The Functional Responsibility

Communication of information takes two forms, internal and external. External communications are guided by board policy, which outlines the college and district roles. The colleges are responsible for releasing news of events, accomplishments of students and staff and other matters of interest on their campuses, while the district releases information on district policies, board actions and other matters involving the district as a whole. College and district offices provide copies of all news releases to one another, to insure that all offices are aware of news sent to the media.

Internal communication within the colleges is almost exclusively a college responsibility. Internal communication across the district, however, occurs between one or more college/center locations and others about program and support service development or management, as well as communications that are initiated by the district office. As such, internal communication across the district is a joint responsibility.

Publication development includes college or district-wide brochures, annual reports, and other publications designed to provide information about education programs, admissions and registration or student support services. This responsibility is shared jointly between the colleges and the district. Likewise, public information/public relations is a shared responsibility between the offices of the chancellor and presidents.

Government relations most often involves the district as a whole, although there are circumstances where one college alone might be in a position to interact with the government about a specific program, project or grant that is exclusive to its campus. As such, government relations are primarily a district responsibility with some college involvement.

B. Perceptions about the Functional Responsibility
All items related to communication activities were correctly assigned with the exception of public information/public relations. This may be because there is not a position identified within the district for this function.

Regarding how effective the distribution of responsibility is, 41% of respondents said that communication across the district was “not working well” (compared to 15% for internal/college communication). There were 30% of respondents who “do not know” how well public information/public relations was working.

**Other Miscellaneous Activities:
Bookstores, Food Service, Child Care Services
and Mail Distribution**

A. The Functional Responsibility
Miscellaneous activities include bookstores and mail distribution, which are almost exclusively district responsibilities. Food service is a campus responsibility, but the contract is managed by the district office. Within the last year, responsibility for the child development centers was transferred to the dean for the early childhood education program at SJCC, but the district has at least joint authority for the centers.

B. Perceptions about the Functional Responsibility
Bookstore was incorrectly identified as a campus function by 45% of respondents, child care services by 43%, and mail distribution by 33%. In addition, 38% of respondents “do not know” if the distribution of responsibility for child care centers works well.

Summary Comments

A. General Observations
There are two general observations that are important to point out. First, there are several areas where large proportions of respondents “do not know” where the functional responsibility lies for an area. Analysis of the data shows that most of the respondents who “do not know” where the responsibility lies also indicate that they “do not know” whether it “works” well in supporting the colleges in meeting their missions. For those areas where this occurs, the functional responsibilities may be well known primarily to

those who are responsible for their implementation but not others; this may be appropriate for some operational areas. Happily, the two key components that are most directly related to the missions of the colleges — the educational program and support of students as they matriculate through their educational programs — are generally well understood by respondents. In addition, most areas related to both are believed to function adequately or well.

The second important observation is that across most of the functional areas, more than half of all respondents indicated that they work adequately or they work well. But there are some indications of possible concern about how well a functional area works; those areas where 15% or more respondents indicated that they are not working well were identified above as areas of potential concerns. Issues identified as such will need to be explored further through each college’s accreditation process that occurs on campus to assess whether there is an actual problem to be addressed.

Next Steps to Be Taken in College Accreditation Processes

There are several “next steps” that might be considered as a result of this review process.

Step 1: Determine whether those operations for which the lines of responsibility are unknown to high proportions of the leadership groups across the district impede the colleges as they seek to meet their missions and goals. For those areas where this occurs, the functional responsibilities may be well known primarily to those who are responsible for their implementation but not others; this may be appropriate for some operational areas. This can be evaluated through each site’s accreditation process.

Step 2: Once Step 1 has been completed, develop ways to improve the understanding of those operations that do impede a particular college as it seeks to meet its mission. Improving understanding where necessary may be particularly important in light of the substantial number of new employees that have been hired over the last few years due both to the growth in student

enrollment and employee retirement, trends that are expected to continue. This might be effectively evaluated through each site's accreditation process. Some ways that could be considered to improve understanding include informational web sites, Q&A Fact Sheets, newsletters, employee orientations, informational meetings and the like.

Step 3: Review those operations identified as not working well by some at the college level, to determine whether they do impact a particular college as it seeks to meet its mission, focusing particular attention on those areas where less than half of the respondents believe they work adequately or well, in order to identify options that might make the arrangement more effective.

Step 4: Consider providing more immediate attention to those areas that were identified by some respondents district-wide as not working well. The more critical areas where 15% or more respondents district-wide identified the functional responsibility as not working well, and less than half of the remaining respondents indicated that it is working adequately or well include (ranked):

- communication across district
- screening candidates for positions
- trustee relationships
- public information/public relations
- publications development
- dissemination of grant availability info
- annual distribution of funds
- district strategic planning
- community services
- grant development
- policy development/review
- administration of grant funds
- local community/business partnerships

Less of a concern but still important are the areas where 15% or more respondents district-wide identified the issue as not working well, but more than half of the remaining respondents indicated that it is working adequately or well (in order):

- IT system administration
- college budget development
- building security
- employee recruitment
- student enrollment/registration
- job description development
- processing newly hired employees
- enrollment management
- affirmative action/equal opportunity
- staff development
- long range financial planning
- IT support for staff
- older facility redesign
- police operations
- safety
- IT support for students
- spending control and oversight
- e-mail support
- communication within the colleges

Evergreen Valley College
Certification of Accreditation Report
June 8, 2004

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

From: Evergreen Valley College
3095 Yerba Buena Road
San José, CA 95135-1598

This Accreditation Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

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

In addition, we certify that Evergreen Valley College meets the following eligibility requirements for accreditation:

- 1. Authority**
The institution is authorized or licensed to operate as an educational institution and to award degrees by the Board of Governors of the California Community Colleges.
- 2. Mission**
The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve.
- 3. Governing Board**
The institution has a functioning governing board responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting, constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution.
- 4. Chief Executive Officer**
The institution has a chief executive officer who is appointed by the governing board, and whose primary responsibility is to the institution.
- 5. Administrative Capacity**
The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.
- 6. Operational Status**
The institution is operational, with students actively pursuing its degree programs.
- 7. Degrees**
Many of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

- 8. Educational Programs**

The institution's principal degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Most of our degree programs are designed to be of two academic years in length if taken by students enrolled full-time.
- 9. Academic Credit**

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements should provide appropriate information regarding the award of academic credit.
- 10. Educational Objectives**

The institution defines and publishes for each program the program's educational objectives for students.
- 11. General Education**

The institution 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. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. Degree credit for general education programs should be consistent with levels of quality and rigor appropriate to higher education.
- 12. Faculty**

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities exists.
- 13. Student Services**

The institution provides for all of its students appropriate student services and development programs consistent with student characteristics and the institutional mission.
- 14. Admissions**

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.
- 15. Information and Learning Resources**

The institution owns, or otherwise provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs.
- 16. Financial Resources**

The institution can document a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs and to assure financial stability.
- 17. Financial Accountability**

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit a copy of the current budget and a copy of the current audited financial statement prepared by an outside certified public accountant that has no other relationship to the institution. The audit is certified and any

exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants.

18. Institutional Planning and Evaluation

The institution provides evidence of basic planning for the development of the institution, planning which identifies and integrates plans for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review and institutional improvement. The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes and documentation of institutional effectiveness.


19. Public Information


The institution publishes in its catalog, or other appropriate places, accurate and current information that describes its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered and the degree requirements, costs and refund policies, complaint and grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the institution and withdrawing from it.


20. Relations with the Accrediting Commission

The governing board provides assurance that the institution adheres to the eligibility requirements, accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

Signed:


 _____ Geraldine A. Evans
 District Chancellor



 _____ Richard Hobbs
 Governing Board Chairperson


 _____ H. Clay Whitlow
 College President


 _____ Christopher Ratto
 Classified Senate President


 _____ Harry Lichtbach
 Academic Senate President


 _____ Aaron Acaraz
 Acting Associated Students President


 _____ Victoria Atherton
 Accreditation Co-Chairperson


 _____ William Jacobs
 Accreditation Co-Chairperson