



Evergreen Valley College

Addendum to the Accreditation Follow-Up Report

Submitted on November 2, 2011

By:

Evergreen Valley College
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To:

Accrediting Commission for Community and Junior Colleges
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This Addendum provides a narrative of the additional work in meeting student, campus, and community needs that Evergreen Valley College has completed since submitting the Follow-Up report on October 15, 2011. Since the Follow-Up Report was submitted only two weeks ago, this Addendum is relatively short, and highlights only the major items of development at EVC.

Henry C. V. Yong, Ed.S.
President

Leadership and Governance

2004 Recommendation 1

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

2004 Recommendation 3

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

2004 Recommendation 20

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

2010 Recommendation 3

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

New Program Review Feedback and Evaluation Form

The Institutional Effectiveness Committee (IEC) has continued to pursue quality improvement by developing a more effective tool for evaluating Program Reviews. In September 2011, IEC began work on an improved Program Review Feedback and Evaluation Form (PRFEF). Committee members developed this form over the course of several meetings and it was completed in October 2011. This form ties directly to IEC’s Program Review Criteria for instructional programs.

Members of the committee use the PRFEF to provide feedback to the programs on their rough draft submissions in the fall semester of each academic year. The form allows members to evaluate the adequacy and effectiveness of each Program Review based on each part of the Program Review Criteria. Both rating and comment sections are included, allowing for a uniform system of evaluation as well as substantial written feedback. In addition, there is a summary section which allows evaluators to provide both an overall rating and written feedback.

Based on the feedback from this form, program faculty and personnel have the opportunity to address any committee concerns. Once PRs are revised and submitted in final form in the spring semester, IEC again has the opportunity to evaluate them. Based on these final evaluations by committee members, IEC then makes a recommendation to College Council and the President on whether to approve each Program Review.

As noted in the college’s Accreditation Follow-Up Report, IEC also is developing an Annual Update Form for Program Reviews. Once this form is completed and the practice of conducting Annual Updates is implemented college-wide, the Annual Update Form will be connected to the PRFEF. Specifically, programs will receive recommendations for improvement (by means of the PRFEF) and will need to address their progress towards fulfilling these recommendations in their Annual Updates. Until the Annual Update process is launched, the PRFEF will continue to utilize ratings and written narrative feedback. As this process is launched, IEC members will decide whether the PRFEF should be revised to include a section on specific recommendations. For now, the committee members believe that the open-ended comment sections are better suited to the college’s needs.

Evidence

Program Review Feedback and Evaluation Form	http://www.evc.edu/accreditation/2011/addendum/Program_Review_Feedback_Evaluation_Form.pdf
Program Review Criteria	http://evc.edu/IEC/PR-Criteria.pdf

Development of Student Affairs Program Review Criteria

Over the last several years, the Institutional Effectiveness Committee (IEC) has gained valuable experience in overseeing the Program Review process. By 2010-11, it became clear to committee members that IEC’s Program Review Criteria was operating more effectively for instructional departments than for Student Affairs programs. While the Program Review Criteria was originally intended as a one-size-fits-all instrument for all college programs, IEC decided in 2010-11 to ask Student

Affairs to develop a new framework that would provide for more effective measurement and evaluation of its programs. There were too many sections of the existing form which did not apply to Student Affairs programs, while the form was not providing these programs with the best possible opportunity to explain their strengths, challenges, and future needs. After the decision was made to separate the two instruments, IEC then took action to revise its existing Program Review Criteria in spring 2011 to meet the specific needs of instructional programs. This updated Program Review Criteria for 2011-12 was provided in the college's *Follow-Up Report 2011* (please see page 25, [Exhibit R.04.14.8](#)). With the pending completion of the Program Review Criteria, IEC's existing form will become known as the Academic Affairs Program Review Criteria.

This fall, Student Affairs completed work on a draft version of its new framework and presented this to IEC for initial review on October 17, 2011. To develop its new Program Review Criteria, Student Affairs drew upon the experience of its personnel in preparing the Student Services Program Review 2008 for its four categorical programs. The template used for this categorical report to the state covers most of the same areas needed for Program Review at the college level. Also, it was determined that program personnel already have experience with this design and that the college can avoid duplication if something similar is used for the IEC instrument. Therefore, Student Affairs decided to adopt the same basic elements from this categorical report for its Program Review Criteria. To these, it added the initial program summary and goal sections from the existing IEC Program Review, which are needed to tie the college's mission and goals with the commitments and work of the individual programs.

Currently, IEC members are reviewing and commenting on the Student Affairs Program Review Criteria. Following discussion, it is likely that the draft Criteria will be adopted with some minor revisions. For example, to suit the needs of the College Budget Committee, an information table will be added to the last page to provide a user-friendly source of evidence to be used in its Budget and Planning process. This will be similar to the table that appears on the last page of IEC's existing Program Review Criteria form, but it will differ slightly in that some Student Affairs programs have different funding sources and allocation mandates than do the Academic Affairs programs.

Evidence

Student Affairs Program Review Criteria (draft)	www.evc.edu/accreditation/2011/addendum/2011_12_Student_Affairs_Program_Review_Self_Study_Criteria[1].docx
Program Review Criteria 2011-12	http://evc.edu/IEC/PR-Criteria.pdf
<i>EVC Student Services Program Review 2008</i>	http://www.evc.edu/accreditation/2010/exhibits/2B/EVC_Student_Services_Program_Review_November_2008.pdf
EVC College Budget and Planning Process flowchart	www.evc.edu/accreditation/2011/exhibits/R.04.14/EVC_College_Budget_and_Planning_Process_flowchart.pdf

Emergency Preparedness

In order to assure effective emergency processes and procedures are in place, Evergreen Valley College conducted training in Emergency Preparedness on August 29-30, 2011, assembling nearly 30 persons to

run an Emergency Operations Center. August 29 training included classroom instruction concerning specific duties and actions required by both the Crisis Action Team and the EOC Emergency Response Team, followed by set-up of an emergency operations command center, and a meeting of the Simulation Team with facilitator Joe Horton. The following day began with a table top exercise for the Crisis Team followed by a functional simulation exercise which included both teams; an on-campus shooter was the subject of the exercise’s scenario on the second day. A debrief concluded the day’s events.

Based on the outcome of the procedures of the training, an update to the EVC Emergency Action Plan was completed in October 2011.

On October 20, 2011, the EVC Emergency Operations Center was activated for a drill with the District Office and San Jose City College Emergency Operations Centers. This scenario was an earthquake. This was held in conjunction with Great American Shake Out EEOC Exercise. About 30 persons showed up to operate the EOC. A de-brief occurred the afternoon of October 20, 2011 following the exercise. Some of the findings were:

1. Paperwork on major incidents were not being completed accurately and completely;
2. Coordination between EOC Sections needs to be improved
3. Logistical and supply needs for EOC are a priority - vests; more phones; laptops; TVs to connect to news stations, etc.

Evidence

Emergency Action Plan	Hard copy available in the President’s Office
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Reorganization and Restructuring

Evergreen Valley College, as part of the SJECCD Executive Team, is in the process of determining a possible reorganization and restructuring. This process is necessary due to the fiscal and budgetary restraints of the district in conjunction with the 20% reduction in force that has occurred over the past three years. The team used the “Four Actions Framework Process” to arrive at concurrence about the most effective and efficient action points to maximize the talent of the current workforce while sustaining critical core services leading to student success.

The four actions are: create, increase, reduce, and eliminate. These actions along with criteria for prioritization—Immediacy, Strategic Priorities, Student-Centered, Institutional Effectiveness, Budget Neutral, Accreditation Critical, and Organizational Components Addressed —were used to develop a framework of priorities for EVC, SJCC, and SJECCD to begin the overall restructuring process.

EVC will gather its workforce data and look at its overall existing structure to determine where the restructuring will take place. Efforts will be made for equitable distribution of work, and immediacy of the need to fill, reassign, or eliminate any positions through consultation, data-based decision making, and reasonable timelines that honor contractual timelines.

Due to the continuously shrinking budget, an overarching goal is to gain increased efficiency and productivity in all aspects of college operations. The organizational structure of the three areas of college operations, i.e., academic affairs, student services, and administrative services, were reviewed. Duplication or overlapping services would be curtailed, if possible, or at least, minimized.

Evergreen Valley College had a significant Reduction in Force (RIF) in the final weeks of June. The reorganization and restructuring plan aims to further streamline operations and save on operational costs and other overhead.

As a result, the District now has the Bookstore and Reprographics assigned to the Vice President of Administrative Services at SJCC. Also the District Police/Public Safety and Emergency Preparedness functions are now assigned to the President of EVC. This is the beginning of moving from a centralized model to one where services are housed at the location where most of the services are used. At the college level, the Webmaster now reports to the Vice President of Administrative Services instead of the President. This will align all computer/information technology services at the college under a single administrator.

Evidence

District Reorganization and Restructuring Planning and Implementation Work	http://www.evc.edu/accreditation/2011/addendum/Reorg_Plan_08_2011.pdf
Four Actions Framework	http://www.evc.edu/accreditation/2011/addendum/Four_Actions_Framework.pdf

Resource Allocation, Budget and Strategic Planning

2004 Recommendation 4

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

2004 Recommendation 14

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

2010 Recommendation 1

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

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

2010 Recommendation 5

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

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Program Review Criteria 2011-12

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<i>EVC Student Services Program Review 2008</i>	http://www.evc.edu/accreditation/2010/exhibits/2B/EVC_Student_Services_Program_Review_November_2008.pdf
EVC College Budget and Planning Process flowchart	www.evc.edu/accreditation/2011/exhibits/R.04.14/EVC_College_Budget_and_Planning_Process_flowchart.pdf

Facilities Master Plan Update

The present Facilities Master Plan (FMP) was adopted in Fiscal year 2010-2011. In the summer of 2011, the fiscal analysis of the options on the EVC Power Plant was available. A new power plant that would be close to the fault line would cost \$15.2 million, while a renovated power plant would cost \$7.8 million. The renovated power plant would have most of the equipment be state of the art. The decision was made to go with the renovated power plant, and it was communicated to the heads of the EVC Academic Senate, CSEA, and Management, Supervisory, and Confidential representatives. The newly adopted renovation plan also involved changing the plans for the Police Station at EVC. Instead of moving the Campus Police Station to the edge of campus, it was decided to leave it in its present location, near the center of campus, and renovate the building. The planned fitness center was moved from the center of campus to a location more accessible to parking. These changes necessitated an update to the FMP.

The FMP update was presented to the EVC Academic Senate on September 20, 2011, the Safety and Facilities Committee on September 21, 2011, and the College Council on September 26, 2011.

The EVC Academic Senate endorsed the update on October 18, 2011; the Safety and Facilities Committee approved it on October 19, 2011. On October 24, 2011, the College Council also approved the changes

Solar Array

The District successfully passed Measure G-2010 on November 2, 2010. This is a Proposition 39 General Obligation Bond with a 55% voter approval threshold and carries the requirement of a citizens' bond oversight committee. One of the areas of focus of this bond is energy efficiency projects with the intention of saving general fund operating costs. In preparation, the District engaged the California Community College League of California in a Memorandum of Understanding ("MOU") to assist with the solicitation and evaluation of solar proposals and the procurement process for solar proposals. The League's Solar Electric Consulting Services Program provides professional and technical services, is free to the District and covers its costs by exacting a fee from any solar vendor from which the District purchases a solar electric system.

In anticipation of bond resource availability, in July 2010, the District applied for a reservation for a 849.319 kW system to be located at Evergreen Valley College, under the California Solar Initiative Program in cooperation with Pacific Gas & Electric ("PGE"). The District successfully reserved an incentive amount of \$1,413,594. The incentive payments will be made to the District on a monthly basis over a 5-year period following system installation, submission, and approval of incentive claim materials. The incentive payments will be based on the per kWh incentive rate of \$0.19 and on the actual energy

produced in that time period. The Proof of Project Milestone due date was March 18, 2011. This contract with SunPower for \$5,596,785 was submitted to PGE on that date, with the notice that the Board of Trustees would entertain the ratification on April 12, 2011; the board approved the project on that date. Project completion is anticipated by January 20, 2012, which is the reservation expiration date.

The installation of the Solar Facilities is exempt from the California Environmental Quality Act (“CEQA”) pursuant to Sections 15301, 15303, 15311, and/or 15314 of Title 14, Division 6, Chapter 3, Article 19 of the California Code of Regulations (“CEQA Guidelines”), which categorically exempt the addition of accessory structures to existing facilities, including when such additions neither increase original student capacity nor add additional classrooms. In accordance with Government Code Section 4217.12, the District gave public notice at least two weeks in advance of the public hearing held on April 12, 2011 on the District website and on BoardDocs; the Board opened and completed the public hearing required pursuant to Government Code Section 4217.12. In addition a neighborhood meeting was held on September 15, 2011 for community members to give their input on this project. A campus meeting was held for staff and students in the Mishra Room on September 15, 2011. A site on the hillside adjacent to parking lots 1A, 2 and 4 was decided on based on cost-effectiveness.

On September 27, 2011, two change orders to the project were placed before the Board for approval. The purpose of the first change order allowed power from the solar array panels to go down to the college. It was cost effective to add the conduit to the existing infrastructure project currently underway for the future connection of the PV Array, rather than have a change order to the Photo Voltaic project later. The second change order expands the photovoltaic system from a total peak output capacity of 1131.52 kWp to 1,541.1 kWp. The array costs \$9 million, and savings are estimated at about \$22 million.

Major earthworks will start on the week of October 31. The system will be completed by the end of January 20, 2012.

Evidence

Community Forum Presentation	www.evc.edu/accreditation/2011/addendum/EVC_neighborhood_forum.pdf
EVC Master Plan Update	www.evc.edu/accreditation/2011/addendum/2011-09-20 EVC Update FINAL.pdf
Board of Trustees Agendas – Photo Voltaic system approvals	www.evc.edu/accreditation/2011/addendum/Board_Docs_Solar_Array_Project_2011.pdf

Curriculum and Student Learning Outcomes

2004 Recommendation 5

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

2010 Recommendation 2

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

2010 Recommendation 4

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

Program Student Learning Outcomes

The SLO Subcommittee continues to proactively monitor and track the progress of course, certificate and degree SLOs to reach the SLO Rubric “Proficiency” by Fall 2012. In addition, the SLO Subcommittee strategically distributed campus-wide correspondence to remind the faculty about the important timelines. This strategy has served as a major reminder to the campus, at large.

Second, to expedite the process, SLO Subcommittee is currently investigating the option of creating a formal SLO coordinator position to propel the college to meet its projected goal. This position will help the college maintain sustainable interest, timely communications, staff support, and quality control. It is this effort that also will transform the college to view outcome assessment not as a mere Accreditation requirement but as a productive activity that can improve student learning and ultimately student success.

Evidence

ACCC agenda

www.evc.edu/accreditation/2011/addendum/ACCC_Minutes_092211.pdf

Email re: Course deletion or updating	www.evc.edu/accreditation/2011/addendum/Course_updating.pdf
2011-12 Course Outline Form	www.evc.edu/accreditation/2011/addendum/DISTRICT_COURSE_OUTLINE_TEMPLAT2011-12.pdf
2011-12 Course Deactivation Form	www.evc.edu/accreditation/2011/addendum/DISTRICT_COURSE_Deactivation_Form_11-12.pdf
Sample Program SLOs already in place.	http://www.evc.edu/about/slo.htm

AA-T in History, AJ and AS-T in Math

In response to Senate Bill 1440 and Associate Degree for Transfer and in preparation to stay in compliance, Evergreen Valley College refocused its effort to address this mandate. In July 2011, the college, to obtain the latest information and to assure quality control, sent the newly appointed CIO, Curriculum Chair and the Curriculum Specialist to the Academic Senate Curriculum Institute. Immediately after the conference, the CIO and Curriculum Chair reengaged the faculty to complete the work. As a result, Evergreen Valley College has submitted three degrees for approval. A collaborative effort among faculty, Academic Senate and All College Curriculum Committee produced “Transfer Model Curriculum” in three areas: AA-T in History, AJ, and AS-T in Math. The Board of Trustees approved the Associate Degrees on October 10, 2011. And, the college is currently awaiting official approval from the Chancellor’s Office. Clearly, this curriculum drawbridge was initiated by political officials, and the college sees this as its responsibility to promote change and help students meet their academic goals.

Evidence

ACCC agenda	www.evc.edu/accreditation/2011/addendum/ACCC_Minutes_092211.pdf
SJECCD Board of Trustees Agenda – October 10, 2011	www.evc.edu/accreditation/2011/addendum/BOT_Transfer_Degree.pdf
CIO AB1440 Compliance email	www.evc.edu/accreditation/2011/addendum/SB_1440_Compliance.pdf

Student Affairs SLO Update

In spring 2011, all Student Affairs departments worked diligently to address the implementation of assessment components relating to Student Learning Outcomes. All departments attended an SLO Workshop given by Dr. Ken Gonzales at PDD on April 8, 2011. The workshop was developed to assist student services departments in the development of assessment tools to obtain pertinent data specifically related to the work of the individual department. In addition the Student Services Team meetings included SLOs in the agenda to further facilitate and relate progress on the development of SLO assessment processes. The culmination of this process is the Student Affairs SLO Update.

Evidence

Student Affairs SLO Update	www.evc.edu/accreditation/2011/addendum/Student_Affairs_Update.pdf
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Technology

2004 Recommendation 12

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

2004 Recommendation 13

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

Mobile Computing for Education Pilot

In fall 2011, the college created a Mobile Computing for Education Pilot. Through a partnership with Apple and in alignment with the *EVC Technology Plan 2011*, the college purchased 100 mobile devices and provided staff development training to expand the use of emerging technologies in education. The pilot was open to all employees, administrators, faculty and classified staff. The cross spectrum of participants were instructed to submit an online proposal with goals and objectives that related to the priorities of the college. While the pilot is in its early phase, the college has outlined a variety of outcomes: creative and interactive instruction to increase student retention and success; migration from paper to digital systems; improve creative collaboration and communication; and enhance accessibility and customer service—with the ultimate goal to improve both professional interaction and student success.

All participants—21 classified, 52 faculty, 12 administrators, and 15 pending approval—will be required to submit an annual report, and the college will gather data and information from the reports and other related sources to assess, improve and redirect the scope of the Pilot and distribute a comprehensive report to the campus community at the fall 2012 PDD.

Evidence

Mobile Computing for Education Proposal Application	www.evc.edu/accreditation/2011/addendum/Mobile_Computing_proposal_application.pdf
Mobile Computing for Education Proposal Acceptance	www.evc.edu/accreditation/2011/addendum/Mobile_Computing_Acceptance.pdf
iPad OS5 Training	www.evc.edu/accreditation/2011/addendum/iPad_Training.pdf

Solar Array

The District successfully passed Measure G-2010 on November 2, 2010. This is a Proposition 39 General Obligation Bond with a 55% voter approval threshold and carries the requirement of a citizens' bond oversight committee. One of the areas of focus of this bond is energy efficiency projects with the intention of saving general fund operating costs. In preparation, the District engaged the California Community College League of California in a Memorandum of Understanding ("MOU") to assist with the solicitation and evaluation of solar proposals and the procurement process for solar proposals. The League's Solar Electric Consulting Services Program provides professional and technical services, is free to the District, and covers its costs by exacting a fee from any solar vendor from which the District purchases a solar electric system.

In anticipation of bond resource availability, in July 2010, the District applied for a reservation for a 849.319 kW system to be located at Evergreen Valley College, under the California Solar Initiative Program in cooperation with Pacific Gas & Electric ("PGE"). The District successfully reserved an incentive amount of \$1,413,594. The incentive payments will be made to the District on a monthly basis over a 5-year period following system installation, submission, and approval of incentive claim materials. The incentive payments will be based on the per kWh incentive rate of \$0.19 and on the actual energy produced in that time period. The Proof of Project Milestone due date was March 18, 2011. This contract with SunPower for \$5,596,785 was submitted to PGE on that date, with the notice that the Board of Trustees would entertain the ratification on April 12, 2011; the board approved the project on that date. Project completion is anticipated by January 20, 2012, which is the reservation expiration date.

The installation of the Solar Facilities is exempt from the California Environmental Quality Act ("CEQA") pursuant to Sections 15301, 15303, 15311, and/or 15314 of Title 14, Division 6, Chapter 3, Article 19 of the California Code of Regulations ("CEQA Guidelines"), which categorically exempt the addition of accessory structures to existing facilities, including when such additions neither increase original student capacity nor add additional classrooms. In accordance with Government Code Section 4217.12, the District gave public notice at least two weeks in advance of the public hearing held on April 12, 2011 on the District website and on BoardDocs; the Board opened and completed the public hearing required pursuant to Government Code Section 4217.12. In addition a neighborhood meeting was held on September 15, 2011 for community members to give their input on this project. A campus meeting was held for staff and students in the Mishra Room on September 15, 2011. A site on the hillside adjacent to parking lots 1A, 2 and 4 was decided on based on cost-effectiveness.

On September 27, 2011, two change orders to the project were placed before the Board for approval. The purpose of the first change order allowed power from the solar array panels to go down to the college. It was cost effective to add the conduit to the existing infrastructure project currently underway for the future connection of the PV Array, rather than have a change order to the Photo Voltaic project later. The second change order expands the photovoltaic system from a total peak output capacity of 1131.52 kWp to 1,541.1 kWp. The array costs \$9 million, and savings are estimated at about \$22 million.

Major earthworks will start on the week of October 31. The system will be completed by the end of January 20, 2012.

Evidence

Community Forum Presentation	www.evc.edu/accreditation/2011/addendum/EVC_neighborhood_forum.pdf
EVC Master Plan Update	www.evc.edu/accreditation/2011/addendum/2011-09-20_EVC_Update_FINAL.pdf
Board of Trustees Agendas – Photo Voltaic system approvals	www.evc.edu/accreditation/2011/addendum/Board_Docs_Solar_Array_Project_2011.pdf

Emergency Preparedness and Technology

On October 20, 2011, SJECCD participated in the *Great American Shake Out*. The EVC Emergency Operations Center was activated for the drill along with the District Office and San Jose City College Emergency Operations Centers. The college’s voice over internet protocol (VOIP) system was a critical component to this drill. The use of VOIP allowed most areas of the college to receive notification of the drill and emergency instructions regarding what to do in the event of an earthquake.

In addition, VOIP was used to inform the campus of emergency procedures regarding an attempted burglary suspect in the surrounding neighborhood last seen in the vicinity of the college. This system was crucial to the safety of students and staff who were currently on the campus.

The District, in conjunction with the District Police Department, is looking at various technological infrastructure devices to greatly enhance campus safety. These include a campus-wide PA system, visual mass notification, closed-circuit television camera systems, centralized access control, among others.

Evidence

Emergency Action Plan	Hard copy available in the President’s Office
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Due Diligence

2004 Recommendation 15

The college and the district should act expeditiously and with due diligence to respond to recommendations made by the Commission. (Standard IV.A.4)

This Addendum is proof of the college’s ongoing efforts to address the accreditation recommendations and continuous improvement of the institution.