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Statement of Preparation

The 2005 progress report was prepared in consultation with the Academic Senate, Classified Senate, Associated Students, College Council, Administrative Council, Student Services Council, and EVC campus community.

It was presented to the College Council on October 10, 2005 prior to its going to the Board of Trustees for their review on October 11, 2005.

The 2006 progress report was prepared in specific response to ACCJC’s letter of January 31, 2006, and its supplemental “Corrected Letter” to Evergreen Valley College of April 24, 2006, articulating ACCJC’s Shared and College Recommendations pursuant to its consideration of the institutional Progress Report submitted to ACCJC on October 15, 2005 and the ensuing site visit of ACCJC’s evaluation team lead by Dr. Ken Yglesias on November 9, 2005.

The 2006 progress report was submitted to the ACCJC on October 15, 2006 followed by the site visit of ACCJC’s evaluation team lead by Dr. Ken Yglesias on November 20, 2006. EVC received the ACCJC letter of January 31, 2007 which confirmed the acceptance of the report of the evaluation team. The letter also confirmed that the Midterm Report was to be submitted to the ACCJC by October 15, 2007. Due to the staffing challenge and welcoming of six new academic Deans, EVC was granted a two week extension of the deadline which is November 1, 2007.

This Midterm report was prepared in consultation with the college’s constituent groups and in accordance with the college’s shared governance process through the leadership of the Vice President of Academic Affairs, who by my designation as the college president, serves as the college’s accreditation liaison officer. Once an initial draft was prepared, it was disseminated to and reviewed by: Academic Senate, Classified Senate, Associated Students, College Council, and Administrative Council. It was also posted in a public folder which is accessible to the entire college community for review.

It was reviewed by the Academic Senate and an Academic Senate representative who worked closely with our accreditation liaison officer along with the Accreditation Steering Committee in refining the draft. The document was formally approved by the Academic Senate on October 2, 2007. I completed a final review before sending the document to the College Council for their endorsement on October 8, 2007. The district board of trustees reviewed and approved the report on October 9, 2007.

This Midterm report includes progress made on each of the original recommendations (#1 - #20), as well as updates to the Self Identified issues submitted in the Self Study in 2004. This report includes progress reports from 2005 and 2006 which shows clear and steady improvements made year after year that leads to the current progress updates of 2007. Exhibits are focused only in the Midterm Report 2007 section. Exhibits associated with 2005 and 2006
Progress Reports are available on site. Large exhibit documents are linked within this report and/or available on site. It is our hope to use this comprehensive Midterm Report 2007 for the preparation of the Self-Study due in 2010.

On behalf of Evergreen Valley College, I am pleased to submit this Midterm report to ACCJC. I am extremely pleased with the progress the college has made toward addressing the Commission’s recommendations.

Evergreen Valley College President
David Wain Coon, EdD.
**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).

2005 Progress Report (Post March 2004 Progress)

The college has made extraordinary progress on the major recommendations put forward by the Commission. With extensive college involvement, progress has been made with each recommendation. Each constituent group on campus or at the District Office has taken the recommendations seriously and continues to work collaboratively toward further progress.

Chancellor Rosa G. Perez has worked closely with the Governing Board to address the recommendations specifically related to it. Chancellor Perez is committed to working with the Board to clearly define their policy-making role. On August 27th she scheduled a day long closed session with the Board to discuss her evaluation and the roles of the Chancellor and the Board. Chancellor Perez's assessment, supported by the Board, is that there has been a failure on the part of previous executive administrators to communicate effectively with the Board on critical areas, failure to adhere to Board policies and values, and finally a failure to provide the Board with supportive documentation it needed.

Throughout the remainder of this progress report, specific evidence is provided to support the progress related to each recommendation.

**Midterm Report 2007 (Post 2005 Activities)**

Evergreen Valley College is in a very different place than it was in 2004. As stated in 2005, the college made and continues to make extraordinary progress on the recommendations made by the Commission following the 2004 self study and site visit. Together with new college leadership and extensive college involvement, significant progress has been made with each recommendation. Throughout this process, the focus has been on student learning and success and meeting the diverse needs of the community served by the college. Despite some rough spots along the way, the college has come together and is now working collaboratively toward common goals and initiatives. This is clearly reflected in the college’s strategic plan that was developed spring 2007. This plan is discussed in fuller detail in recommendation #2.
From the perspective of the college as an organization, significant progress has been made toward strengthening and improving the overall health and vitality of the college. Significant time and resources were committed to creating space for open dialogue and communication, community building, and trust building. These efforts have been very beneficial and have lead to improved instruction and services for students, improved responsiveness to community, increased educational and business partnerships, and improved employee satisfaction and morale. In many ways the college has experienced a dynamic transformation.

The San Jose Evergreen Community College District is also in a much better place than it was in 2004. Chancellor Perez has worked closely with the Board of Trustees, the leadership of the colleges, constituent groups and labor organizations, to ensure that systematic participative processes were used for planning and implementation of Board of Trustees’ priorities. Each year the Chancellor has shared her goals to ensure they were reflected and embedded in the work of the colleges.

Significant progress has been made in clarifying the role of the Board of Trustees and that of management. The Chancellor has had multiple retreats with the Board of Trustees which has resulted in the development of a shared vision and greater clarity of priorities and roles. Systems and processes have been created that have improved the operations and efficacy of both the District Office and colleges. Processes have also been created for appropriate and responsive lines of communications for employees and community members. Overall, these improvements along with trust and confidence, provides the Board of Trustees a level of confidence in the executive leadership of the district to carry out the vision and mission of the District, thus enabling the Board to maintain appropriate boundaries.

**Future Plans**
- Implementation of “First Thursdays” All College Meeting
- Conduct employee satisfaction survey
- Conduct student satisfaction survey

**Exhibits attached and linked unless otherwise noted:**
Recommendation 2

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

2005 Progress Report (Post March 2004 Progress)

- The college made significant progress in updating its mission, creating a strategic plan, integrating budget planning and allocation processes, and creating a process by which all major planning initiatives are approved by the College Council.
- The College Council reflected on and refined its role in the college and assumed responsibility for ensuring the integration of planning. The College Council reviewed the Collaborative Decision Making Handbook to ensure there was alignment with the new organizational structure of the college, especially in relation to the role of and representation on governance committees.
- A timeline was created to ensure integrated planning processes are monitored and maintained. Plans for facilities, resource allocation, acquisition of grants, program reviews, and related planning and review processes are each scheduled to be reviewed by the College Council to ensure there is institutional alignment.
- Efforts to involve the entire college community in planning processes have emphasized the inclusive nature of these activities.
- The College Council worked with Budget Committee in spring 2005 to address budget reductions and faculty vacancies.
- The Facilities Planning Committee drafted a new charge to strengthen the committee and to firmly establish its relationship to the College Council with integrated planning in mind.
- In collaboration with the management team, the new president restructured the administrative bodies for the purpose of improving communication, effectiveness, and efficiency. The President’s Cabinet was eliminated. An Executive Team was created and includes the President, Vice Presidents, and Director of Finance and Administrative Services. An Administrative Council was created and includes all administrators, managers, and supervisors. The Vice Presidents each meet with their direct reports on a regular basis as well.

Future Plans

- Ongoing self-reflection and analysis of these processes will be especially important to ensure the desired outcomes are achieved.
- The College Council will work closely with each governance committee to ensure there is appropriate communication and collaboration.
• The college will be working with Maas Companies planning and development consultant for the purpose of refining the educational master plan.

Exhibits available on site to support this recommendation:

2-A Agendas for College Council, Academic Senate, Student Services Council, etc.
2-B EVC web site
2-C Collaborative Decision Making Handbook
2-D Mission Statement
2-E Strategic Plan
2-F Educational Master Plan
2-G Board policy 1520.1 and 1520.2 (senate/board)
2-H Notes from Cindra Smith workshops in 2004-5
2-I Board agenda item on reorganization January 13, 2005
2-J Strategic planning goals 2005
2-K Technology Plan and Strategic Planning Priorities (Board agenda item 2005)
2-L College Council planning grid, including facilities and other initiatives

Midterm Report 2007 (Post 2005 Activities)

The college engaged in a full scale strategic planning process during winter and spring 2007. The process was lead by professional facilitators and referred to as the Integrated Planning and Organizational Transformation process. The process involved a variety of working teams and ultimately the entire college engaged in personally aligning to the plan through the cascading process.

Objectives of the planning process:

• Engage all Evergreen Valley College employees in planning and execution of plans that tightly align to the District priorities and college goals including targeted performance indicators (enrollment, retention, persistence, course completion, graduation, transfer, etc. rates).

• Establish a planning and decision making process that is fully integrated with the resource allocation and master planning, budgeting, and performance appraisal processes.

Outcomes of the planning process:

• Development of a compelling plan that everyone in the organization can align to, commit to, and follow through on for execution.

• Alignment of college community on a single view of the strategic direction and execution plan for the college

• Engagement of the full organization in the development of individual commitments to action within the framework of District and College goals

• Establishment of decision making, budgeting, and performance appraisal processes for future planning efforts through shared governance
- Increased organizational capability and competency in planning, collaborative dialogue, and decision making
- Tools and framework for monitoring execution to support accountability for the College’s mission and individual performance

After extensive engagement which included data review and environmental scanning, the college identified three primary strategic initiatives—Student Centeredness, Community Engagement, and Organizational Transformation. For each initiative a vision statement, three areas of focus, success metrics, and commitments to action were developed. (Exhibit 2-M)

Deans and directors/supervisors were charged with the responsibility of further engaging their employees in developing divisional and departmental commitments to action in support of the college level strategic initiatives. In addition, all employees were invited to make personal commitments to action in support of the strategic initiatives. Individual commitments to action will be incorporated into the evaluation processes for administrators and staff beginning fall 2007.

The Integrated Planning and Organizational Transformation process fully aligned with the college’s budget planning process. All new requests for funding required the budget manager to designate how the request aligned with the strategic initiatives. The budget planning process also incorporated open budget hearings for the first time. In addition to providing greater transparency to the process, it provided the college community the opportunity to learn more about the priorities and plans of their colleagues across the college. This process was very well received.

The Integrated Planning and Organizational Transformation process is designed to be a “rolling” process with check points in October and January, with a more comprehensive updating of the plan in April. The administration is managing the college to the plan.

Many other systems and processes have been significantly improved since 2004. Among these are the
- Grants Application/Approval Process
- Add Codes
- Faculty Hiring
- Shared Governance Process Handbook
- Budget Planning and Allocation Process
- Instructional Equipment Allocation Process

In addition, both colleges in collaboration with the Chancellor and the Chancellor’s staff have worked jointly with the leadership of the Academic Senates to revise Board Policies and District Procedures. Particular time and energy has focused on Chapter 4 (Academic Affairs) and Chapter 5 (Student Affairs) This process is scheduled to continue throughout this academic year.
Future Plans

- Complete October 2007 Integrated Planning check point
- Complete January 2008 Integrated Planning check point
- Complete April 2008 Integrated Planning revision
- Complete revision of Board Policies by June 2008

Exhibits attached and linked unless otherwise noted:

2-M  Strategic Initiatives - Student Centeredness, Community Engagement, and Organizational Transformation
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)

2005 Progress Report (Post March 2004 Progress)

- The new college President began July 18th.
- Highly qualified and experienced interim Vice Presidents of Instruction and Student Services have been hired and will be in place through June 30th. Marketing and recruitment efforts have begun for the hiring of permanent Vice Presidents. It is projected that permanent Vice Presidents will be in place no later than July 2006.
- Dean of Counseling & Matriculation position became vacant at the end of August. An Interim Dean of Counseling & Matriculation will be hired in October.
- Director of Student Life position became vacant at the end of June. A highly qualified and experienced Interim Director of Student Life has been hired and will begin in October.
- Supervisor of Campus Technology & Media Services position became vacant at the end of August. Recruiting for replacement for this position will begin in October.
- A highly qualified and experienced Director for EOP&S began in July.
- A highly qualified Dean of Math, Science and Engineering was hired and began in July.
- A highly qualified and experienced Dean of Social Science, Humanities, Arts, and Physical Education began in July. The individual in this position was previously the Dean of Technology and Learning Resources.
- Eleven new faculty members were hired by the Interim President with the ethnic composition of eight Caucasians, one Hispanic, and two African-Americans. The college serves a student population of 46% Asian, 30% Hispanic, 15% white, 5% African-American, and 4% Other.
- The President and previous Interim President met with Human Resources in July to coordinate hiring plans for all vacant administrative positions as well as vacant faculty positions.

Future Plans

- The President is working closely with Human Resources, the Presidents of the Academic Senate, Classified Staff Union, and Associated Students for the purpose of developing recruiting materials for permanent Vice Presidents, Dean of Counseling & Matriculation and Director of Student Life.
- Special efforts will be made to ensure that candidate pools are qualified and diverse. Diversity Directors will be attending special recruiting conferences that attract candidates from historically under represented populations.
- All Deans and Vice Presidents district wide are being provided specialized training in contract administration, management rights, handling employee grievances, implementing disciplinary processes, handling personnel files, probationary faculty evaluation, discipline and non-reemployment. This training is scheduled for October and will be facilitated by the District’s attorneys.
• All members of the Administrative Team have been provided the opportunity to participate in a mentor program sponsored by Association of California Community College Administrators. This program is a yearlong program intended to support the development of educational administrators.

• The screening committees for the Vice President of Instruction and the Vice President of Student Affairs are intact from last spring and will use the same screening materials to enable a more expeditious timeframe in identifying qualified candidates.

Exhibits available on site to support this recommendation:
3-A Position descriptions for all positions discussed in this section
3-B EVC reorganization chart Board approval 1/05
3-C Memo 6/7/05 from Dr. Jon Kangas to ACCJC regarding employment of key positions
3-D Fall letters, marketing and timeline to fill the vacancies

2006 Progress Report (Post October 2005 Activities)
At the time of the October 2005 progress report, the executive leadership of the college was in relative transition. The President had assumed the college leadership three months prior, and the positions of Vice President of Academic Affairs and the Vice President of Student Affairs were filled on an interim basis.

At the time of this report, the president has successfully served in that role for over 15 months. In addition, the individual who was serving as interim Vice President of Academic Affairs became the permanent vice president in March 2006. This individual is exceptionally qualified and experienced for the position. In addition to having served as an academic dean at one of the community colleges in the area, the vice president also served in the capacity of vice president for Student Affairs at a private college. The vice president is extremely well versed in pedagogy and strategies that support the success of our diverse student population, including immigrant and English language learners.

Despite efforts to fill the position of vice president of Student Affairs on a permanent basis, the college was unsuccessful. Unfortunately, the search process had to be aborted due to alleged violations to the district’s hiring policies and procedures that were serious in nature. At the time, the president assessed the situation and made the determination that it would be in the college’s best interest not to reopen the recruitment process immediately. In part, this was due to the high number of similar vacancies regionally and across the state. At that time, there were seven similar positions open in Northern California, three of which were in the San Jose area. The president was of the opinion that the college would have a difficult time attracting the quality of candidates needed at this important juncture for the college.

The individual who was serving in the capacity of interim vice president of Student Affairs last year completed service to the college in June. The college welcomed a new interim vice president of Student Affairs in August. The individual currently serving in this capacity is exceptionally qualified and experienced, having very recently retired from another community college as vice president of Student Affairs for the three-year period prior to joining Evergreen Valley College.
Valley College. In addition to being familiar with the functional aspects of the position, the interim VP is also attuned to the needs of our students and the communities that we serve. The college will be recruiting for a permanent vice president of Student Affairs in January 2007.

At the time of the October 2005 progress report, the individual serving in the role of Dean of Counseling and Matriculation was also doing so on an interim basis. The college successfully recruited and hired a permanent dean of Counseling and Matriculation who began serving in this capacity in August 2006. The dean is highly qualified and experienced for the position, having served in multiple capacities in Student Services at various colleges in California. Most recently, the dean served as interim dean of Student Development and Matriculation, a position very similar to the current position.

There have been four other significant changes in the college’s leadership team since October 2005.

The Dean of Business and Applied Technology retired in June after 30 years of service to the college. After reassessing the position and the needs of the college and community, the decision was made to change the focus of this position to include workforce development. The college retained a highly qualified individual to serve in the role of interim dean of this area beginning in September. Prior to retiring from a community college in California, this individual served for fourteen years as vice president of Community Education and Economic Development and as Dean of Health Sciences for the nine years prior. Recruitment for a permanent dean of Business and Workforce Development will begin in January 2007.

The Dean of Social Sciences, Humanities, Arts and Physical Education (SSHAPE) resigned in August to assume the role of vice president of Instruction at one of the area community colleges. The college retained a highly qualified individual to serve in the role of interim dean of SSHAPE beginning in August. In addition to serving as a journalism, communications and English faculty member in the district for the past five years, the individual has previous administrative experiences at a college on the east coast. Recruitment for a permanent dean of SSHAPE will begin in January 2007.

The college’s director of Admission and Records resigned in August to assume the role of dean of Admissions and Enrollment services at one of the area community colleges. The college has retained a highly qualified individual to serve in the role of interim director of Admissions and Records beginning in August. The individual serving in this capacity is an experienced student services administrator with a record of capable leadership and advocacy on behalf of students, also hired from within the district. The college has begun to consider how to best fill this role on a permanent basis. Recruitment for a permanent replacement will begin in January 2007.

The college appointed a permanent director of student life in fall 2006 with an individual presenting excellent qualifications in both student affairs and instruction. The new director comes to Evergreen Valley College from a position as associate director of Multicultural Programs at CSU San Marcos. Previously, the new director served as coordinator of Student
Organization and Development and Special Programs at San Jose State University. The director has also taught courses in Leadership and Social Change, as well as Race and Identity.

Under the best of circumstances, serving in an interim capacity can be challenging. Accordingly, each interim administrator collaborated with his/her respective vice president or the president to develop a contract addendum that identifies goals and priorities for the term of the interim contract. This was done to provide focus and clarity of expectations (Exhibit 3-A).

The district retained a consultant to assist with reviewing and updating all administrative position descriptions. This process was completed over the summer in consultation with each administrative and managerial employee, as the initial step toward engaging in a comprehensive evaluation process. All newly revised administrative and managerial position descriptions are available for review. They were approved by the district’s board of trustees in October 2006 (Exhibit 3-B).

In recognition to the ongoing need for leadership and managerial training, the district chancellor initiated a summer institute for all district administrators and managers. The week long institute included topics such as creating a culture of local K-12 students who aspire to attend college, community impact report, local workforce overview, leadership in a multicultural context, teaching immigrant and generation 1.5 students, human resources and management roles, proper documentation of complaints, and budget management. Additionally, monthly leadership and managerial training has been scheduled throughout the academic year. The September training focused on the California School Employees Association contract.

Future Plans

- The college presented the revised administrative job descriptions to the district board of trustees for approval in October.
- The college will initiate four searches for permanent administrators starting in January 2007 that align with the processes of shared governance and AB 1725. The searches will seek to appoint permanent administrators for each of the interim positions described above.
- Administrators will continue to participate in the monthly trainings at the district office. A district budget of $100K has been set aside to support administrator trainings. A schedule of administrator trainings has been developed (Exhibit 3-C).
- A reevaluation of the process for administrative evaluations is being reviewed based on the revised job descriptions, and the evaluation process will commence fall 2006.

Exhibits available on site to support this recommendation:

<table>
<thead>
<tr>
<th>Exhibit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-A</td>
<td>Contract addendums for: interim vice president of Student Services, interim dean of Business and Workforce Development, interim dean of Social Sciences, Humanities, Arts and Physical Education, interim director of Admissions and Records.</td>
</tr>
<tr>
<td>3-B</td>
<td>Samples of newly revised administrative and managerial job descriptions.</td>
</tr>
<tr>
<td>3-C</td>
<td>Schedule of district trainings for administrators</td>
</tr>
</tbody>
</table>
Midterm Report 2007 (Post 2006 Activities)

Since the college prepared its self study in 2004 and the Commission’s subsequent site visit in the same year, there has been a near complete transformation in the college’s leadership and administrative team (Exhibit 3-D). The following positions have experienced a change in personnel since 2004.

- President – July 2005
- Vice President of Academic Affairs – October 2005
- Interim Vice President of Student Affairs – August 2006
- Dean of Counseling & Matriculation – August 2006
- Interim Director of Admissions & Records – August 2006
- Director of Student Life – November 2006
- Supervisor of Campus Technology Support Services – November 2006
- Interim Director of EOP & S – April 2007
- Interim Director of Administrative Services – July 2007
- Dean of Business & Workforce Development – July 2007
- Dean of Language Arts – July 2007
- Interim Dean of Nursing & Allied Health – July 2007
- Interim Dean of Social Sciences, Humanities, Arts, and Physical Education – July 2007
- Interim Dean of Library & Learning Resources – August 2007
- Interim Director of Physical Education & Athletics – August 2007

Although a number of positions continue to be filled with interim personnel, the college is not unlike many other colleges in California who are experiencing turnover within the administrative ranks. Those serving in an interim capacity are not unlike those serving in permanent positions – they are highly qualified and effective administrators and embody the vision, mission, and values of the college. The senior level administration developed a plan in consultation with the Vice Chancellor of Human Resources to strategically recruit and hire permanent individuals for these positions over the course of the academic year.

In July 2007, the college welcomed six new academic deans. These talented and experienced professionals reflect the rich diversity of the college and local community. The Vice President of Academic Affairs, with the assistance of the Interim Vice President of Student Affairs planned and facilitated a two week, intensive “academy” for the new deans. The training academy focused on introducing the deans to the college, the local community, valuable resources, and essential tools needed to support them in their roles. The academy was an overwhelming success as reflected by how well the team is functioning, collaborating, and providing leadership to the faculty and staff. (Exhibit 3-E)

The Vice Presidents meet jointly with the academic and student services deans each week. Building on the success of the academy, the Vice Presidents have created an ongoing training and professional development schedule for the deans. In addition, the Chancellor is continuing...
her commitment to training for administrators district-wide again this academic year following the success of last year’s training. The Chancellor sponsored her annual management institute in June, committing four full days to training for all administrators in the district.

Since the October 2006 progress report, two administrative positions have been restructured resulting in two new dean positions - Dean of Enrollment Services and Dean of Library and Learning Resources. As reported in October 2006, the Director of Admissions & Records left the college. This position was restructured to include administrative responsibility for Outreach and Financial Aid. Accordingly, the position title was also changed to Dean of Enrollment Services to reflect the increased scope and depth of responsibility. Initial recruitment for this position was unsuccessful. The college reactivated the search process for this position in September 2007 with plans to fill it on a permanent basis in January 2008.

The Dean of Library and Learning Resources was created as the result of a restructuring of the Library director position. The individual serving in the capacity of Library Director retired from the college in June 2007. In addition to the library, this position will have responsibility for tutoring and learning resources, instructional technology, and distance education. One of the goals of this position is to create an integrated learning center model for the college. The college will activate the search process for this position in January 2008 with plans fill it on a permanent basis in May 2008. In part, the restructuring of this position was done in response to the Commission’s recommendation to reduce the number of direct reports to the Vice President of Academic Affairs.

In September 2007, the President proposed restructuring the Director of Administrative Services position, broadening the scope and depth of responsibilities. The new position was proposed at the Vice Presidential level to reflect the increased responsibility and accountability associated with the District’s decentralization of the budget planning process. The College Council is set to make its final recommendation to the President on this proposal in late October 2007.

In the October 2006 progress report, the college reported that the process for administrative evaluations was being reviewed. Under the direction of the District’s Vice Chancellor of Human Resources, the administrative evaluation process was revised and initiated fall 2006. The initial phase of the process was designed to establish expectations and goals. The next phase of the process will commence in October 2007. This phase of the process includes an individual assessment of skills, feedback from the administrator’s direct reports and other colleagues, a summary evaluation by supervisor, and conference with administrator by evaluator.

**Future Plans**

- Hire permanent Director of EOP & S – November 2008
- Hire Vice President of Administrative Services – January 2008
- Hire Dean of Enrollment Services – January 2008
- Hire permanent Dean of Library and Learning Resources – May 2008
- Hire permanent Vice President of Student Affairs – July 2008
- Hire permanent Dean of Nursing & Allied Health – July 2008
• Hire permanent Dean of Social Sciences, Humanities, Arts and Physical Education – July 2008
• Hire permanent Director of FasTrack/TRIO – July 2008
• Hire permanent Director of Physical Education & Athletics – July 2008

Exhibits attached and linked unless otherwise noted:
3-D  2007/08 EVC Organizational Chart
3-E  EVC Dean’s Academy Agenda
**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)

2005 Progress Report (Post March 2004 Progress)

- Efforts have been made by the Vice Chancellor for Administrative Services to more clearly explain the existing resource allocation model to both the college community and to the Board Budget Committee.
- The college’s Budget Committee and Board Budget Committee collaborated in the development of the 2005-2006 Budget. This budget development process included a $1.75 million reduction in general funds that was shared district wide. The District and the colleges worked cooperatively to accomplish this reduction.
- The college’s budget planning process was aligned with the college’s mission and strategic plan.
- Documentation regarding the internal resource allocation model was distributed in July 2005. The process for providing input at the district-wide level was documented during summer 2005. A chart indicating the multiple opportunities for input is offered as part of the evidence and is being reviewed with college groups. The College Council, College Budget Committee and associated constituent groups were involved in budget planning.
- The President continues to meet weekly with the Director of Finance and Administrative Services and his staff to ensure there is regular communication about the state of the college’s fiscal resources.
- The Director of Finance and Administrative Services from both colleges began meeting with the Vice Chancellor of Administrative Services and his staff monthly to ensure there is regular dialogue about the resource allocation model. The Director of Finance and Administrative Services provides regular reports to the Executive Team and Administrative Council on these meetings.

**Future Plans**

With a new President and Chancellor, and with the planned retirement of the District’s Vice Chancellor for Administrative Services, the goal for the upcoming year is to continue to clarify the model currently in place and to ensure we continue to refine and stabilize our processes.

Exhibits available on site to support this recommendation:

- **4-A** Budget Committee and its minutes and process; Board Budget Committee; Board budget presentations
- **4-B** Internal Resource Allocation Model and attachments
- **4-C** Budget input review dated August 4, 2005
Midterm Report 2007 (Post 2005 Activities)

- In January 2006, a draft concept paper on linking the planning and budgeting processes of the colleges and the district office, Resource Allocation and Financing Plan, was written by the Vice Chancellor of Administrative Services.
- During the spring 2006, Evergreen Valley College developed a planning/budgeting model via the shared governance process under the direction of the President.
- During FY 2006/07, the planning models of the colleges were linked into the district’s planning model; the shared governance groups discussed and refined the paper, and final discussions occurred in the spring 2007.
- The paper was adopted by the District Council in May, 2007.
- The budgeting process for EVC was implemented during the spring 2007 development of the college and district budgets. Through the College’s strategic planning; Integrated Planning and Organizational Transformation, President Coon conducted meetings with various governance groups, developed a comprehensive budget planning procedure that included a public forum to discuss priorities for EVC budget resources.
- The Chancellor’s goals for the year were considered during the budgeting process, and the district-wide budget was presented to the Board of Trustees with the Chancellor’s goals as the reference point for defining the allocation of resources.

Future Plans

- Under the new model, EVC will begin its planning processes for the FY08/09 budget in early fall. The Chancellor will convene the new district-wide Budget Committee and discussions will begin on allocation of resources for the upcoming budget cycle.
- A new district-wide Facilities Committee will be convened by the Chancellor and begin a review of the existing long-range capital outlay plan for the colleges. Refer to Recommendation 11 for more information on this committee.
- A new District Technology Committee will be convened by the Chancellor to begin integration of the college technology plans into a comprehensive plan for the district that translates into resource allocations during the budget process. Refer to Recommendation 12 for more information.

Exhibits attached and linked unless otherwise noted:

- 4-D 2007/08 Adoption Budget Presentation 09/11/07
- 4-E 2007-2008 Adoption Budget booklet
- 4-F Planning and Budgeting: A New Process
Recommendation 5

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

2005 Progress Report (Post March 2004 Progress)

- A consistent effort has been made to increase work on course learning outcomes through academic divisions. Approximately 45% of all courses have learning outcomes and incorporated in them. All newly developed curriculum over the past three years had learning outcomes incorporated in them.
- Student Services created learning outcomes and learning outcomes surveys in many service areas. Surveys were administered and data was analyzed. Several samples of their final report are posted in the Faculty Toolkit.
- Bill Scroggins presented a workshop on measuring student learning outcomes for faculty and administrators on March 4, 2005.
- A team of faculty and administrators participated in a two day workshop - “Student Learning Outcomes and Beyond” on March 10-11, 2005.
- The Curriculum Committee chair and Articulation Officer hosted a General Education outcomes program at the spring and Fall Instructional Improvement Days.
- Both the spring and Fall Instructional Improvement Days had strong emphasis on student learning outcomes. A presentation during the Fall IID focused on how to add General Education outcomes to course curriculum.
- The Curriculum Committee chairs and their respective Curriculum Specialists at San Jose City College and Evergreen Valley College met with the District Vice Chancellor of Research and Planning to work on the District Course Outline Form, develop a Course Deletion Form, and other matters pertaining to both campuses regarding curriculum.
- The District Office of Research and Planning worked with faculty and deans on infusing student learning outcomes into course outlines.
- A learning skills needs assessment survey was made available for faculty use college-wide in the fall. The skills assessment was used by the Interim President during the faculty hiring process. It was also used by one the Dean of Math, Science & Engineering for faculty in their division.

Future Plans

- A more systematic effort to update and organize program outcomes will be developed.
- Although many efforts have been made to date, an on-going effort to educate faculty about the direct assessment of learning outcomes and the ways to incorporate General Education Learning Outcomes into their courses is still needed.
- An assessment of General Education Outcomes needs to be implemented. A draft survey instrument and process have been devised.
• Deans will introduce discussions about course learning outcomes into division meetings at least once per semester.
• Strong consideration will be given to more workshops for faculty related to the direct assessment of learning outcomes.
• As a follow-up to an all-college needs assessment survey conducted in fall, the Teaching and Learning Center (TLC) Coordinator will interview individual faculty to discern staff development needs and create opportunities for faculty to learn the skills they report that they would like to learn. The TLC will create a skills inventory, including those related to student learning, classroom assessment techniques, direct assessment of learning, information competency skills, and computer literacy. Individual faculty will be interviewed to discern staff development needs. As a result, opportunities will be provided for faculty to learn the skills they report they would like to learn.

Exhibits available on site to support this recommendation:

5-A Catalog
5-B Student Handbook
5-C Faculty Handbook
5-D Teaching Learning Center material—learning skills inventory
5-E Student services surveys
5-F Library evaluation surveys
5-G Scroggins Workshop announcement and notes
5-H Spring/Fall 2005 Instructional Improvement Day—strong learning outcomes programs including General Education

2006 Report (Post October 2005 Activities)

Evergreen Valley College continues to prioritize the implementation of integrating student learning outcomes in both instruction and student services areas. While the approach for implementation processes may vary depending on courses, services, and/or programs, there has been an intentional discussion and planning for ensuring that the definition of student learning outcomes across the college addresses holistic learning that directly benefits students, and creates a culture of evidence at the college. Such discussions are held in weekly vice presidents and deans’ meetings, Student Services Council meetings, Curriculum Committee meetings, academic division meetings, and in the programs offered by the college’s Teaching and Learning Center (Exhibit 5-B).

• Since October 2005, there have been 70 courses in 19 different disciplines that have implemented student learning outcomes in course outlines. They are also included in each course syllabus and filed in area division offices. On the all college level, this totals to 426 courses out of 736 courses (Exhibit 5-A, and Exhibit 5-C).

• Six program reviews were conducted in 2005-2006: CIT, Art, Theater, @One, with Library Services and an ESL program review being completed in fall 2006. The president and vice president of Academic Affairs targeted these areas for review because they were either undergoing facility expansion, or had demonstrated declining enrollments (Exhibit 5-D).
• These reviews were conducted with interim instruments and criteria as the college develops a plan for an inclusive, college-wide process to identify relevant and useful instruments and criteria.

• A new college standing committee for Institutional Effectiveness was established by the College Council to commence in fall 2006. The purpose of the committee is to establish, monitor and oversee the college’s work in program review, accreditation, and development of an integrated, all-district educational master plan. The overarching goal of this new committee is to ensure that all college planning is responsive to the college vision, values, mission, goals, community expectations, and student demographics, and that all work in these areas includes appropriate segments of the college community (Exhibit 5-E).

• While the college is reviewing the program review process through the Institutional Effectiveness Committee, it still plans to move forward on conducting program reviews for 2006/2007. Areas for review are being selected based on some immediate needs to update older curriculum and support program success. Deans and vice-presidents are in dialogue at their weekly meetings about moving forward on particular program needs.

• The district chancellor has initiated the process of establishing a Resource Allocation and Financing Plan as the first step toward an integrated district-wide educational master plan. At EVC, as we work in the context of the Institutional Effectiveness Committee, we will remain mindful of the integration of the evolving educational master plan with college goals (Exhibit 11-A).

• The two colleges in the district have worked collaboratively on the development of student learning outcomes for general education. The activities that led to the collaborative outcome were IID roundtable discussions conducted in 2003 and 2004 and subsequent approval of the actual GE SLOs by the Academic Senates of each college (and approved by the district board of trustees). (Exhibit 5-F).

• The college’s Teaching and Learning Center (TLC) arranged a number of activities and events in response to accreditation recommendations related to student learning outcomes. In addition, it distributes a Faculty Handbook that includes many materials on student learning outcomes development (Exhibit 5-G, Exhibit 5-H and Exhibit 5-I).

1. Although the fall Instructional Improvement Day preceded the last accreditation report, there were two workshops that had follow-up activities throughout the 2005/2006 academic year. A roundtable for each of the general education student learning outcomes was chaired by a point person who compiled notes and sample rubrics for each GE SLO. The individual topic areas were compiled and edited by the TLC coordinator, who disseminated them to all faculty for review and comment. Following this process, the completed document was submitted to the Faculty Toolkit for access on the district website by any staff member.

2. Faculty with expertise in areas that match the general education student learning outcomes have been recruited and designated as GE SLO point persons. This information is sent to all faculty mid-semester, so those who are revising course outlines have personal assistance in incorporating GE SLOs into their materials.
3. Classroom Assessment Techniques (CATs) Workshop, sponsored jointly by the EVC and SJCC TLCs and the chancellor’s office was open to all district faculty. The initial workshop (October 21) was an explanation of the technique and instruction for how to implement CATs in the classroom. The follow-up workshop (November 18) was the reporting by participants of their success in implementation.

4. Friday Academy February 10, 2006 – Curriculum Development and SLOs. Friday Academy is a series of topics to orient new faculty. At this session the articulation officer and chair of the Curriculum Committee made a presentation to new faculty explaining the process for developing new curriculum and how to incorporate SLOs into the course outline.

5. Teachers as Graders, Teachers as Assessors: Integrating Roles Workshop for faculty. Sponsored by the TLC, this half-day workshop (March 15, 2006) engaged faculty in the use of performance-based assessments directly related to course learning outcomes.

6. Instructional Improvement Day August 31 and September 1, 2006. The TLC sponsored several roundtable themed discussions, including one on Student Learning Outcomes, prior to formal workshops. This gave any faculty who wished an opportunity to informally discuss the concept of SLOs.

7. The TLC has a component on the EVC website describing SLOs, including information on how to access sample SLOs, rubrics, and assessments on the Faculty Toolkit on the district website. http://www.evc.edu/faculty-staff/evc-professional-development-center

- Student Services has completed the designation of student learning outcomes (SLO) for 100 percent of its programs. These include Admissions and Records, Assessment, Counseling, EOPS, DSPS, FasTrack, Financial Aid, New Student Orientation, Outreach, Transfer/Career Center, and WIN (Exhibit 5-J)
- While student learning outcomes have been established for all student services programs, student learning outcome surveys have been conducted and data compiled for over half of the programs, and results have been disseminated to all Student Services staff for dialogue at their respective staff meetings and at Student Services Council. Recognizing that the learning experience for students who are new is different from those who are continuing students, SLO surveys have been modified to make that distinction (Exhibit 5-K).
- Student learning outcomes were a focal point of the Student Services retreat held on Friday, September 29, 2006. Retreat participants had the opportunity to re-evaluate established student learning outcomes, review the surveys, and begin the conversation on how to improve the measurements of student learning outcomes, and make them more meaningful in the context of Student Services (Exhibit 5-L).

Future Plans
- The Curriculum Committee, in conjunction with division deans, will support faculty to continue implementing student learning outcomes in the remainder of courses. A systemic approach to analyzing which courses should be designated as priority courses is currently under development under the direction of the vice president of Academic
Affairs along with the curriculum specialist, and academic division deans. This effort directly ties into the program review process for the college.

- The vice presidents of Academic Affairs and Student Affairs, along with division deans, will work to incorporate an explanation of student learning outcomes in the student handbook and the college catalogue.
- Instruction and Student Services will continue to work on enhancing awareness, improving the quality of data, and focusing on outcomes to create a culture of evidence.
- Instruction and Student Services will address the challenges of applying an instructional construct for measuring student learning to a student services environment. The questions being asked are: What are programs in student services “teaching” students, what “methodologies” are being used, and how do we measure their effectiveness as they relate to student learning outcomes?
- Instruction and Student Services will fully engage in the reflective phase of the learning outcomes dialogue by interpreting data and developing strategies for change.
- Student Services will define, develop and implement a systematic, cyclical approach to collecting student learning outcomes data that can be folded in annually for program improvement, and also incorporated into the formal periodic program review process (Exhibit 5-M).

Exhibits available on site to support this recommendation:
5-A Course outlines with SLO’S since October 2005 (resource room)
5-B Division Meeting Agendas and Minutes (resource room)
5-C SLOs at a Glance
5-D Program Reviews for CIT, Art, Theatre, @one, ESL and Library Services
5-E Institutional Effectiveness Committee charge
5-F Spring 2006 /Fall 2006 Instructional Improvement Day—strong learning outcomes programs including General Education
5-G Faculty Handbook (resource room)
5-H Teaching Learning Center material—learning skills inventory (resource room)
5-I Fall 05 IID Workshop descriptions
  GE SLOs: EVC General Education SLO Point Persons
  Classroom Assessment Techniques Workshop Announcement
  Teachers as Graders, Teachers as Assessors: Integrating Roles Workshop for Faculty
5-J Student Services SLOs at a Glance
5-K Student services SLOs surveys
5-L Student Services retreat notes
5-M Revised Program Review Process for Student Services

Cross referenced
11-A Resource Allocation and Financing Plan
Midterm Report 2007 (Post 2006 Activities)

- Since October 2006, there have been 120 courses in 27 different disciplines that have implemented student learning outcomes (SLOs) in course outlines. SLOs are also included in each course syllabus and filed in area division offices. On the college level, this totals to 546 courses out of 768 courses, an increase to 71.1% of all courses containing student learning outcomes from 57.8% a year ago.

- Vice President of Academic Affairs developed a systematic and analytical way of planning the curriculum development and revisions. The “curriculum mapping” provides tools for the Deans to work with faculty to analyze which courses needs revisions (and to include SLOs) and what courses, degrees, certificates, and programs need to be developed within the framework of the College’s strategic plan (Commitments to Action). (Exhibit 5-V)

- Vice President of Academic Affairs along with the Curriculum Technical Committee and the All College Curriculum Committee decided to move towards electronic curriculum review process. It is an initial stage; however, it has already created more focus, efficiency, and meaningful dialogue in reviewing all course outlines. In turn, faculty and Deans are more focused on reviewing the SLOs on multiple levels.

- The focus of the Student Services Retreat in August 2007 was Student Learning Outcomes. The opportunity to identify SLO competencies in student services and to develop student learning outcomes that map to those competencies significantly increased awareness and proficiency in articulating what students should be learning as a result of their contact with programs in student services. Using the model developed, each program is developing three student learning outcomes. As a result, all Student Services Programs will have new, more meaningful SLOs that they will be tracking annually and folding that data into a formal program review according to the established schedule. (Exhibit 5-N, 5-T)

- There were four student services programs that conducted program reviews: Assessment Services, EOPS, DSP, and Outreach and Recruitment Services. Programs reflected on findings, including SLO data to identify needed changes. (Exhibit 5-P, 5-Q, 5-R, 5-S). Program review information was also shared at program retreats and staff meetings to continue the dialogue on student learning outcomes (Exhibit 5-O).

Future Plans

- Information on Student Learning Outcomes will be incorporated into the Schedule of Classes for Intersession and Spring Semester 2008 and in the Catalog and Student Handbook for 2008-09.

- All student services program will have new more meaningful SLOs by the end of 2007-08, and they will have all conducted a program review using these SLOs by the end of 2009-10 (Exhibit 5-U).

- The All College Curriculum Committee and Curriculum Technical Committee will continue to increase efficiency in conducting the curriculum review process. The committee will explore and review multiple softwares that may address our needs.
• Include SLO in academic programs, certificates, and degrees by integrating the SLO development process and each area’s Commitments to Action (CTAs)

Exhibits attached and linked unless otherwise noted:

5-N  Student Service Retreat Agenda
5-O  Outreach and Recruitment Retreat Agenda
5-P  Assessment Services Program Review
5-Q  EOPS Program Review
5-R  DSP Program Review
5-S  Outreach & Recruitment Service Program Review
5-T  Student Services Competencies for Student Learning Outcomes
     SLO Development Model
5-U  Student Services Program Review Schedule
5-V  Curriculum Mapping
Recommendation 6

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

2005 Progress Report (Post March 2004 Progress)

- Student Services made a concerted effort as a group to formulate Student Learning Outcomes, to produce surveys of students, and to reflect on the survey results. Many examples of these efforts can be viewed in the Faculty Toolkit.
- Student Services continued the discussion on refining Student Learning Outcomes and Program review processes. The Counseling department continued its refinement into the summer with the Office of Research and Planning. As a result, the new Student Learning Outcomes are now being used and it is expected that the department will analyze them after the fall term ends.
- Financial Aid completed its program review. Although the office struggled with the process as it seemed to be more geared for Instruction rather than Student Services, the process identified problems with customer relations. The Financial Aid office is currently working to addressing these issues through training.

Future Plans

- Student Services will continue to use and refine their Student Learning Outcomes. The program review process has been revised so that the results of learning outcomes assessment can be used as part of the program reviews.
- A program review for the EOP & S program will be completed during 2005-2006 under the leadership of the new Director of EOP & S. A review for the Disabled Students Program will also be completed during this time frame under the leadership of the new Coordinator of Disabled Students Program.
- In collaboration with the Office of Research and Planning, the Vice President of Student Services will assist those programs that will undergo program reviews this academic year.

Exhibits available on site to support this recommendation:

6-A Student Services program review, surveys, feedback, outcomes
6-B Service area learning outcomes from Faculty Toolkit
6-C Service area surveys from Faculty Toolkit
6-D Examples of reports and reflections
2006 Report (Post October 2005 Activities)
Since the last college self-study in 2004, Student Services has made great progress in moving toward a systematic process of program review that has never before occurred. Just in the past year since the accreditation team’s fall 2005 visit, the division has created and implemented surveys regarding student learning outcomes, compiled data, completed several program reviews and a schedule for others, and has provided reflection opportunities for staff to integrate student learning outcomes into the procedures and processes of supporting instruction with Student Services functions (Exhibits 6-A, 5-M).

- Student Services has decided to focus on the development of student learning outcomes, reports, reflections and actions, given that the formal program review process for both instruction and student services is under review by the college (Exhibit 6-B) Due to the need to respond to accreditation concerns, Student Services has revised the existing program review process to incorporate SLOs, and will use this until the college process completes its more formal review, and determines the review process to be used in instruction and student services.
- Due to the need to respond to accreditation concerns, Student Services has revised the existing program review process to incorporate SLOs, and will use this until the college process completes its more formal review, and determines the review process to be used in instruction and student services (Exhibit 5-M).
- A six-year Student Services program review schedule (2005/2006 to 2010/2011) was developed and integrated into the instructional program review schedule for that same period of time (Exhibit 6-C).

Future Plans
- In fall 2006, the Student Services division is re-evaluating the current template for program review to make it more meaningful to student services programs, reflect a culture of evidence and more effectively support student learning.
- Program review information will be linked to the college’s resource allocation and financing process (Exhibit 11-A).

Exhibits available on site to support this recommendation:
6-A Student Services Council Agendas, minutes (resource room)
6-B Student Services SLOs Survey Reports
6-C Six-year Student Services Program Review Schedule

Cross referenced
5-K Student Services SLOs Surveys
5-L Student Services Retreat Notes
5-M Revised Program Review Process for Student Services
11-A Resource Allocation and Financing Plan
**Midterm Report 2007 (Post 2006 Activities)**

Four Program Reviews were conducted in student services. These include Assessment Services, EOPS, DSP, and Outreach and Recruitment Services.

The template for program review in student services was modified when the program review process was revised. However, the SLOs which had been developed by the district office some years ago did not hold much meaning to the individual programs. In order to make them more meaningful, Student Services identified SLO competencies (to parallel those for GE) and using the model developed in Student Learning Outcomes and Assessment Models for Student Services by Angela Caballero de Cordero, Ph.D., each program is developing at least three new SLOs for their program.

Although the link between program review and resource allocation has not been formalized to the degree that it should, it has been strengthened. Those programs that conduct program reviews identify resource needs that are reflected in budget requests.

**Future Plans**

- Presentations at Student Services meetings will be made by each of the programs that complete a review of their program.
- Continue with Program Review Schedule. By the next accreditation visit, all student services programs will have undergone program review using the new process and new SLOs.
- Student Services will develop a data set to be used by programs, as they conduct their program review. This will include a student profile of current and future students.
- Program review information will be more formally linked to the resource allocation process.

**Exhibits attached and linked unless otherwise noted:**

Cross referenced

5-P  [Assessment Services Program Review](#)
5-Q  [EOPS Program Review](#)
5-R  [DSP Program Review](#)
5-S  [Outreach & Recruitment Service Program Review](#)
5-T  [Student Services Competencies for Student Learning Outcomes](#)
5-U  [SLO Development Model](#)
5-U  [Student Services Program Review Schedule](#)
Recommendation 7

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

2005 Progress Report (Post March 2004 Progress)

- The new college President began July 18th.
- Highly qualified and experienced Interim Vice Presidents of Instruction and Student Services have been hired and will be in place through June 30th. Marketing and recruitment efforts have begun for the hiring of permanent Vice Presidents. It is projected that permanent Vice Presidents will be in place no later than July 2006.
- Dean of Counseling & Matriculation position became vacant at the end of August. An Interim Dean of Counseling & Matriculation will be hired in October.
- Director of Student Life position became vacant at the end of June. A highly qualified and experienced Interim Director of Student Life has been hired and will begin in October.
- Supervisor of Campus Technology & Media Services position became vacant at the end of August. Recruiting for replacement for this position will begin in October.
- A highly qualified and experienced Director for EOP&S began in July.
- A highly qualified Dean of Math, Science and Engineering was hired and began in July.
- A highly qualified and experienced Dean of Social Science, Humanities, Arts, and Physical Education began in July. The individual in this position was previously the Dean of Technology and Learning Resources.
- Eleven new faculty members were hired by the Interim President with the ethnic composition of eight Caucasians, one Hispanic, and two African-Americans. The college serves a student population of 46% Asian, 30% Hispanic, 15% white, 5% African-American, and 4% Other.
- The President and previous Interim President met with Human Resources in July to coordinate hiring plans for all vacant administrative positions as well as vacant faculty positions.

Future Plans

- The President is working closely with Human Resources, the Presidents of the Academic Senate, Classified Staff Union, and Associated Students for the purpose of developing recruiting materials for permanent Vice Presidents, Dean of Counseling & Matriculation and Director of Student Life.
- Special efforts will be made to ensure that candidate pools are qualified and diverse. Diversity Directors will be attending special recruiting conferences that attract candidates from historically under represented populations.
- All Deans and Vice Presidents district wide are being provided specialized training in contract administration, management rights, handling employee grievances,
implementing disciplinary processes, handling personnel files, probationary faculty evaluation, discipline and non-reemployment. This training is scheduled for October and will be facilitated by the District’s attorneys.

- All members of the Administrative Team have been provided the opportunity to participate in a mentor program sponsored by Association of California Community College Administrators. This program is a year-long program intended to support the development of educational administrators.

- The screening committees for the Vice President of Instruction and the Vice President of Student Services are intact from last spring and will use the same screening materials to enable a more expeditious timeframe in identifying qualified candidates.

- 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)

Exhibits available on site to support this recommendation:
7-A Please see the position announcements and descriptions in exhibits for Recommendation #3.

2006 Progress Report (Post October 2005 Activities)
The college has addressed the accreditation recommendations to establish a position of vice president for Student Affairs to provide leadership in planning and implementing a major reorganization in the Student Services division. In addition, a new permanent dean of counseling and matriculation was hired (Exhibit 7-A).

- Along with the appointment of an exceptionally experienced and highly qualified individual as interim vice president, the reorganization effort is well underway. In addition, comprehensive, formal systems review of Student Services process and procedures has been initiated that is resulting in clarification of roles and functions within the division.

- A major reorganization of Student Affairs is underway and should be completed in 2006-07 (Exhibit 7-B and Exhibit 7-C). The college has established the position of vice president of Student Affairs (currently filled by an interim VP); it has also established and filled the position of dean of Counseling and Matriculation. In order to provide adequate administrative leadership and support to all programs in Student Affairs, a dean of Enrollment Services is being proposed. This position will support outreach and relations with schools, assessment services, Admissions and Records, and Financial Aid. The proposed re-organization chart reflects a more appropriate and balanced administrative workload than the organizational chart that is currently in place.

- A recent example of systems review includes Athletics where the role and function of the athletic director has been reviewed and closely monitored, as well as the department’s relationship with the instructional Physical Education Department, and the college’s Business Affairs Office.

- The college clearly recognizes the need for a second dean in Student Affairs (in addition to the newly hired dean of Counseling and Matriculation). However, given the organizational needs of the area, a dean of Enrollment Services will be recommended,
instead of a dean of Special Programs. This dean will be responsible for Outreach and Relations with schools, Admissions and Records, Financial Aid and Assessment Services. The dean of Counseling and Matriculation will also have Orientation, Work Experience/Career Center, Transfer Center, EOPS, DSP and FasTrack. A .5 FTE position for lead counselor is also being established to assist this dean. Student Life, Student Discipline and WIN will remain with the Vice President of Student Affairs.

Future Plans
- The position of vice president for Student Affairs will be permanently filled starting with a search process in January 2007.
- The new Student Affairs reorganization will be fully implemented.
- The college will propose to establish the position of dean of Enrollment Services.

Exhibits available on site to support this recommendation:
7-A Job announcements for vice president of Student Affairs, and dean of Counseling and Matriculation
7-B Existing organization chart of Student Services
7-C Draft reorganization of Student Services

Midterm Report 2007 (Post 2006 Activities)
- In concert with the Commission’s recommendation to the Midterm Progress Report 2006, to keep the Executive level of leadership in tact while securing key Academic Dean and other administrative positions, the current Interim Vice President for Student Affairs agreed to stay another year to maintain administrative stability and continue building the infrastructure to support student services.
- The College established the Dean of Enrollment Services and conducted an initial search in spring 2007 which did not yield a candidate. The search will be resumed in fall 2007 for a hire in January 2008.
- Changes to the Student Services organizational chart include the addition of Student Health Services and the International Student Program.

Future Plans
The position of Vice President for Student Affairs will be permanently filled starting with a search process in January 2008.

Exhibits attached and linked unless otherwise noted:
**Recommendation 8**

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

**2005 Progress Report (Post March 2004 Progress)**

- Due to the budget reductions discussed in Recommendation #4, the college’s Budget Committee considered reducing evening and Saturday library hours. Saturday hours were not reduced. Evening hours were reduced by one hour Monday through Thursday. The impact of this reduction on student users will be monitored and evaluated.
- The full-time librarian vacancy was filled Fall thereby providing more consistent service to students and faculty, especially in terms of information competency and support to academic divisions.
- Library needs are reflected in the learning skills inventory and General Education outcomes through participation of library faculty in the project.
- The Library offered a training session for faculty on information competency and coordination of collection development to support student learning during the spring and Fall Instructional Improvement Days.
- The Library offered an additional library related course for students during summer and maintained its three-unit course for fall.
- The Tutoring Center was relocated to the Library/Educational Technology Building and is now under the supervision of the Library Director and Vice President for Instruction. This move has resulted in greater visibility, greater access to computers for students and additional support from other staff in the building. The entire area, including an open lab space, is identified as the Learning Assistance Center.
- As part of the reorganization, the college eliminated the Dean of Instructional Technology and Learning Resources position. The responsibilities of that position, which included management of the library, distance education and campus technology, were transferred to the newly created Vice President of Instruction position. As previously stated, the college has hired an Interim Vice President of Instruction.

**Future Plans**

- The library will continue to expand its efforts to assist students and faculty in gaining information competency. Library Liaisons to academic divisions will focus on curriculum support and collection development along with information competency.
- The library will continue to request stable support for basic collection development without the uncertainty of block grant funding.
- The Library Student Services Program Review process will provide analysis of service and marketing goals for increased usage by the campus.
• The Tutoring Center will seek additional funding for service expansion during evening and Saturday hours. Ideally Tutoring Center hours would correspond with ETC hours thus improving student access to learning assistance.

Exhibits available on site to support this recommendation:
8-A College Budget Committee process and forms, Library budget showing increased funds 2005 for materials
8-B Library and Tutoring Program Reviews

Midterm Report 2007 (Post 2005 Activities)
The Director of Library retired in June 2007. With her retirement and in response to the Commission’s recommendation to the 2006 Progress Report of identifying ways to reduce direct reports to the VP of Academic Affairs, EVC analyzed its organizational structure and effectiveness of the Academic Affairs. As a result, EVC decided to expand the Library Director’s position and created a new Dean of Library and Learning Resources (Exhibit 3-D) effective fall 2007. This division includes Library, Distance Education (Instructional Technology, Television courses, @One Program), Tutorial Program, Institutional Learning Center, and special pedagogy programs (Learning Community, Service Learning, and Honors Program). Upon assessment at the end of the 07-08 academic year, there may be a decision made to include culturally focused programs such as AFFIRM, ASPIRE, and Enlace to move under this division. Currently, an Interim Dean of Library and Learning Center is in place. The search process for the permanent position will resume in January 2008.
• Full-time tenure track librarian has been hired for 07-08 academic year.
• Institutional library budget in addition to the block grant has been consistently allocated for effective operation of the Library.
• In accordance to the Title V regulation change in the area of Tutorial Programs and Learning Assisting Courses, EVC has started its operational changes and plan to get the Learning Center set up for spring 2008. This process requires coordination and collaboration with disciplines that currently have individual laboratories, tutoring services, and Campus Technology Services (CTSS). Comprehensive operational plans are being developed and under the direction of VP of Academic Affairs, division deans and Supervisor of CTSS are working closely to set up the Learning Center.
• In the expansion of this division, the Tutorial program has also been reviewed to ensure that the operation is maximized to serve a diverse student population. The search for the permanent Coordinator for the Tutorial Program and Learning Resources is underway fall 2007.
• Library services have made improvements which are reflected in the Program Review completed in 2006-2007 (Exhibit 8-D). There are three-- LIB-015, LIB-021, and LIB-098 (see EVC Course Catalog pg 123)--courses offered and operational hours were reduced one hour per day at closing in 2004 due to budget cuts. The librarians are intentionally collaborating with campus-wide divisions participating in their division meetings as
library liaison providing information and services relevant to the campus. In addition, a
library representative sits on the All College Curriculum Committee.

- Library services is focusing on expanding its Library orientation to almost every class at
  the beginning of the semester. By appointment, the librarian liaisons provide
  orientation to all Evergreen classes on an as needed basis throughout the semester.

Future Plans

- As an initial step up, by spring 2008, the Learning Resources Center will be active on the
  second floor of the Library and Educational Technology Building with appropriate set up
  and staffing in accordance with Title V.
- In concert with the Integrated Planning and Organizational Transformation, review,
  research, analyze, and identify ways to expand library services and courses (including
  online) that will directly address needs of the faculty and diverse student population.
- Identify ways to collaborate proactively with student services programs to come up with
  innovative way for students to access instructional material at the Library (i.e. expensive
textbooks).

Exhibits attached and linked unless otherwise noted:

8-D Library Services Program Review
3-D Organizational Chart


**Recommendation 9**

*The College should provide for adequate, stable, permanent, qualified administrative support for its programs and operations. (Standard III.A.2)*

**2005 Progress Report (Post March 2004 Progress)**

- The new college President began July 18th.
- Highly qualified and experienced Interim Vice Presidents of Instruction and Student Services have been hired and will be in place through June 30th. Marketing and recruitment efforts have begun for the hiring of permanent Vice Presidents. It is projected that permanent Vice Presidents will be in place no later than July 2006.
- Dean of Counseling & Matriculation position became vacant at the end of August. An Interim Dean of Counseling & Matriculation will be hired in October.
- Director of Student Life position became vacant at the end of June. A highly qualified and experienced Interim Director of Student Life has been hired and will begin in October.
- Supervisor of Campus Technology & Media Services position became vacant at the end of August. Recruiting for replacement for this position will begin in October.
- A highly qualified and experienced Director for EOP&S began in July.
- A highly qualified Dean of Math, Science and Engineering was hired and began in July.
- A highly qualified and experienced Dean of Social Science, Humanities, Arts, and Physical Education began in July. The individual in this position was previously the Dean of Technology and Learning Resources.
- Eleven new faculty members were hired by the Interim President with the ethnic composition of eight Caucasians, one Hispanic, and two African-Americans. The college serves a student population of 46% Asian, 30% Hispanic, 15% white, 5% African-American, and 4% Other.
- The President and previous Interim President met with Human Resources in July to coordinate hiring plans for all vacant administrative positions as well as vacant faculty positions.

**Future Plans**

- The President is working closely with Human Resources, the Presidents of the Academic Senate, Classified Staff Union, and Associated Students for the purpose of developing recruiting materials for permanent Vice Presidents, Dean of Counseling & Matriculation and Director of Student Life.
- Special efforts will be made to ensure that candidate pools are qualified and diverse. Diversity Directors will be attending special recruiting conferences that attract candidates from historically under represented populations.
- All Deans and Vice Presidents district wide are being provided specialized training in contract administration, management rights, handling employee grievances, implementing disciplinary processes, handling personnel files, probationary faculty
evaluation, discipline and non-reemployment. This training is scheduled for October and will be facilitated by the District’s attorneys.

- All members of the Administrative Team have been provided the opportunity to participate in a mentor program sponsored by Association of California Community College Administrators. This program is a year-long program intended to support the development of educational administrators.
- The screening committees for the Vice President of Instruction and the Vice President of Student Services are intact from last spring and will use the same screening materials to enable a more expeditious timeframe in identifying qualified candidates.

**Midterm Report 2007 (Post 2005 Activities)**

See Recommendation 3

Exhibits attached and linked unless otherwise noted:

Cross reference

3-D 2007/08 EVC Organizational Chart

3-E EVC Dean’s Academy Agenda

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Comment [e2]: SN - Changed it to 3-E
**Recommendation 10**

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

**2005 Progress Report (Post March 2004 Progress)**

- The screening committee for Associate Vice Chancellor for Human Resources worked over the summer to fill this important vacant position. The position remains vacant.
- Many of the issues that need to be addressed relative to processes and procedures in support of hiring processes require the leadership of a highly qualified and experienced human resources expert. This expertise will come with the hiring of the new Associate Vice Chancellor for Human Resources.
- The Diversity Officers have been reassigned from the colleges to the District Office where they are supervised by the Chancellor. As the roles of the Diversity Officers continue to be clarified in relationship to the campus, this will further clarify campus/district roles.
- Of the 14 hiring processes that were conducted for faculty last spring at Evergreen Valley College, three reviews were required. During late spring and summer, Human Resources conducted a thorough review of the processes in question. The review resulted in one faculty hiring process being reopened.
- The Board, District, and College are addressing the issues raised in hiring, including policies (discrimination), screening committee training, and collaboration with Human Resources and diversity directors.
- The Evergreen Valley College Diversity Advisory Committee submitted a resolution to the Board of Trustees expressing concerns about the climate and diversity of campus.
- A presentation to the Board by the chair of the Diversity Advisory Committee and the Interim President stated the issues of concern regarding the climate and diversity at Evergreen Valley College and proposals for resolving these issues as well as adhering to the Title 5 requirements.
- An office has been provided on campus for Human Resources and in particular the Diversity Directors who need a private and consistent place to conduct interviews for their inquiries.
- One of the Diversity Directors led a session on conducting legally effective interviews at the Fall Instructional Improvement Day.

**Future Plans**

- The Chancellor will work with the new Associate Vice Chancellor for Human Resources (when hired) to provide clearly understood hiring processes and practices with clear definitions, forms, definitions, and training for screening committees.
- The Associate Vice Chancellor will review all hiring procedures and policies to insure they are appropriate. Modifications to existing processes will be made as necessary in consultation with the constituent groups.
The process for documenting that a candidate has met minimum diversity standards will be clearly defined, organized and communicated to the screening committees.

- The Chancellor will give serious consideration to implementing the Title 5 District Committee.
- The Chancellor and Associate Vice Chancellor will finalize the establishment of roles for the current Diversity Officers.

Exhibits available on site to support this recommendation:

10-A Human Resources policies, including discrimination, training for screening committees, Diversity Officers role and policies, Discrimination Policies, hostile work environment, Human Resources report on diversity
10-B Fall 2005 IID schedule
10-C Diversity Advisory Committee Resolution to the Board of Trustees
10-D Diversity Advisory Committee Presentation to the Board of Trustees, June 2005

Midterm Report 2007 (Post 2005 Activities)

After several unsuccessful attempts at hiring an Associate Vice Chancellor for Human Resources, the Chancellor expanded the scope of the position and changed the position title to reflect such changes. A qualified and experienced professional was hired to assume the Vice Chancellor of Human Resources position and began service with the District on June 30, 2006.

Since assuming the position, the Vice Chancellor of Human Resources has worked to assess the systems and processes associated with employment services, benefits, and human resources. Particular attention has focused on hiring procedures and policies. Hiring procedures and timelines for faculty were revised in September 2007. Each college created site specific processes for identifying hiring priorities for faculty that tie into the District level procedures related to recruiting and screening of candidates. Modifications to these procedures have been made as necessary in consultation with the constituent groups.

Another enhancement to the District’s hiring processes - with the goal of improving the quality and timeliness of recruitment and hiring activities - relates to the implementation of an online applicant tracking software program through the PeopleAdmin Company. With this module, PeopleAdmin establishes and maintains an automated internet based system for accepting and processing employment applications. This Applicant Tracking Module provides the following functions:

- Allows job candidates to complete and submit an employment application online
- Allows candidates to review the status of their employment applications online
- Allows staff to electronically screen candidates for minimum qualifications using job specific multiple choice qualification questions
- Allows employment department staff to electronically forward candidates to appropriate hiring managers
- Allows hiring managers to create job requisitions online
• Review applications and resumes from candidates online
• Updates the status of candidates

Since 2005, the Chancellor and Vice Chancellor of Human Resources have clarified the roles of the Diversity Directors. One is now the Director of Employment Services and the other is Director of Equal Employment Opportunity.

The Director of Employment Services is responsible for providing overall administration and oversight to: recruitment and hiring, marketing, community outreach, Equal Opportunity and diversity programs, training, employee selection process coordination, preparation and presentation of demographic reports, applicant database administration. Reporting to the Vice Chancellor of Human Resources, the Director of Employment Services and provides training on equal employment opportunity, non-discrimination, diversity, recruitment and hiring process, policies and procedures. The Director works with the campus diversity advisory committees and co chairs the Equal Employment Opportunity Plan committee.

The Director of Equal Employment Opportunity develops, plans, and implements policies, procedures, and strategies to comply with federal and state laws, administrative regulations, and District policies on discrimination, sexual harassment, ADA, and related compliance issues. The director also coordinates and presents training in all relevant areas; investigates complaints of discrimination; facilitates resolution process; coordinates training and development activities related to Board policies, EEO regulations, cultural diversity, and cultural proficiency for employee and student groups. The Director works with the campus diversity advisory committees and co chairs the Equal Employment Opportunity Plan committee.

Future Plans
Revision of Administrative Hiring Procedures

Exhibit attached and linked unless otherwise noted:
10-E EVC Faculty Request 08-09 Form
10-F EVC Profile of Future Students
10-G Part Time and Full Time Head Count with Fall 2006 FTE
10-H Factors to Determine Position
10-I Faculty Hire Process 2007/2008
10-J Faculty Positions & Hiring 2005, 06, 07, 08
10-K A Demographic Profile of Current EVC Students Spring 2007
**Recommendation 11**

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

2005 Progress Report (Post March 2004 Progress)

- The College Council approved a new structure for Facilities & Safety Committee to tie more closely with educational planning.
- A draft of an abbreviated educational plan was presented to the College Council last spring. This plan will be in place until a more comprehensive plan can be developed with the Vice President of Instruction and the Academic Senate.
- The District has contracted with Maas Companies, planning and development consultants. The scope of their services will include the development of a district-wide educational facilities master plan that will review the instructional programs at both colleges and prepare a draft plan for District review.

Future Plans

Maas Companies shall: evaluate the District’s core mission, state of purpose in the community and regional context; review and evaluate enrollment trends, demographics, economic and job market forecasts, community and educational issues, and educational programs in the community; review and evaluate cross-campus programs, and the general alignment of district-wide instructional offerings in response to local demands.

In cooperation with the College President, Vice President of Instruction and District Personnel, the Maas Companies will also conduct a comprehensive evaluation of the Arts and Humanities instructional programs. As a part of this review, the consultant shall: review enrollment trends and demands of the program to ensure they are in alignment with District and College’s core mission and goals; develop an Educational/Facilities Plan for the Arts and Humanities instructional program that will serve as a basis or “blueprint” for the development of a new instructional facility.

Exhibits available on site to support this recommendation:

11-A Facilities & Safety Committee charge and their recommendations; minutes, agendas, Facilities Master Plan.
11-B Plans for new buildings such as Art complex and the portables
11-C Abbreviated Educational Plan

2006 Progress Report (Post October 2005 Activities)

Since the accreditation commission’s last visit, the college has made great progress to improve the facility planning function to make it a more integrated planning structure that ties the allocation of resources and development of facilities to the assessment of academic programs.
On the college level, the restructured Facilities and Safety Committee continues to work to support this process. In addition, the work has been supported by a district-wide reorganization of the facilities planning function in conjunction with Maas Companies, a consultant retained by the district, which is working to implement a process to conduct needs assessments from all constituent groups, and gather necessary data that is consistent across the college and the district (Exhibit 11-A, Exhibit 11-D, Exhibit 11-E and Exhibit 11-H).

Maas Companies has developed a Resource Allocation and Financing Plan as the initial step toward the development of the educational master plan. This plan, due to be completed by December 2006, will be the guide for the implementation of an integrated planning and development process that includes all instructional program and support services at both the college and district level. A process for financial planning that supports the resource allocation recommendations included in the plan (Exhibit 11-A).

A demonstration of the approach where educational programming drives facilities planning is the current project to build a Visual and Performing Arts Center at the college. Starting with the president’s charge, the project went to the college’s Facilities and Safety Committee that now meets regularly as part of the shared governance structure. In turn, the Facilities and Safety Committee assembled a subcommittee comprised of end users of the building and current committee members. This subcommittee comprised of the faculty in art, theatre, music and design have been involved in the entire planning process since fall 2005. They have worked with the vice president of Academic Affairs to conduct program review in their respective disciplines that served to inform and define facilities needs for the new center. Faculty’s distinctive pedagogy has evolved into the design of a dynamic teaching space.

Further, the faculty has worked collaboratively with the consultants, Maas Companies, district facilities personnel and project architects in an ongoing dialogue to design instructional space that will effectively support student learning outcomes (Exhibit 11-B).

The initial design phases required regular presentations by the subcommittee to the Facilities and Safety Committee. The results of the program review are also presented to the committee. After review of the initial design and the program review, the full committee made recommendations to the stakeholders and further design changes were implemented. The final design will then be presented to the committee for approval and the results forwarded to the college council (Exhibit 11-F).

In addition, an analysis of total cost of ownership is incorporated in the new planning model, measuring all the costs of the planned new facilities including one-time costs in planning, design and construction, as well as ongoing operations expenses including staffing, utilities, and other operational expenses. A sample summary used for the Visual and Performing Arts complex is included in this report (Exhibit 11-C).

The final educational master plan will include:

- The mission, goals and annual objectives of the college.
• An internal environmental scan that reviews all instructional programs and support services of the college.
• An external environmental scan of the college’s service area.
• An analysis of student enrollment at the college to establish an agreed upon maximum student enrollment for master planning purposes.
• An analysis of current and future facility requirements for the college based on state guidelines.
• A projection of future instructional programs and support services to support the projected maximum student enrollment for the college.
• A facilities master plan, based on instructional and student service data, that supports the agreed upon level of student enrollment.
• A prioritized financial plan that addresses the proposed facilities master plan.
• A total cost of ownership projection for all recommendations developed in the plan.
• An implementation time line for all recommendations included in the plan.

In addition to the development of the Resource Allocation and Financing Plan, the college and district, as part of its overall master planning activities, continues to prepare the following state-mandated reports (Exhibits 11-1, 11-J, 11-K, 11-L):

• Annual Five-Year Capital Construction Plan including initial project proposals (IPPs and Final Project Proposals (FPPs)
• Five-Year Scheduled Maintenance Plan
• Annual space inventory
• Annual Report of new facilities coming on-line

These reports are based on the recommendations, priorities and the time line established in the Resource Allocation and Financing Plan.

The development, implementation and monitoring of the Resource Allocation and Financing Plan includes participation by all segments of the college including the district board of trustees, the president’s administrative staff, the Academic Senate, the classified employees and students. These groups will meet on a regular basis to establish priorities and ensure consistency with college objectives. Status reports are provided on a regular basis by the college president.

With the passage of the bond issue and the increase in state support for capital construction, scheduled maintenance and the purchase of equipment, the college continues to be able to significantly improve its physical resources. The new facility planning process is designed to provide the necessary data and philosophical foundation upon which instructional, support service, facility needs and financial decisions of the college can be addressed and met over the next ten years. It should be viewed as a dynamic instrument, responsive to educational trends and the changing needs of students. Upon review and final approval, the plan will provide guidelines for facilitating action on capital expenditures, the effective use of technology, personnel considerations and budgetary implications for the college. The success of the plan will depend on a college-wide commitment to its implementation.
**Future Plans**

Using the Visual and Performing Arts Center as a planning model, the college will continue to push forward to conduct all facilities planning driven by academic program review. Maas Companies has clearly defined a process aligned with shared governance protocol to move forward to implement a process to conduct needs assessments from all constituent groups, and gather necessary data that is consistent across the college.

The college will present the *Resource Allocation and Financing Plan* to the district board of trustees for comments by December 2006, with a final plan to be presented to the chancellor and the board in January or February 2007. The goal is a ten-year plan for instructional and student services support for the college and the district.

A district facilities planning committee has been proposed as an advisory committee to the chancellor and the District Planning and Budget Committee to provide information and improve communication between the colleges and the district on the need, rationale, and functions of new construction and rehabilitation or remodeling of district educational and support facilities.

At the time of the accreditation commission’s visit in November, this proposed plan should be presented to the district board of trustees for their approval (Exhibit 11-G).

**DISTRICT FACILITIES COMMITTEE**

It will:

- serve as a forum for the sharing and exchanging of important information relevant to district-wide facilities planning issues,
- Advise the director of Plant Planning, Operations and Maintenance to update the district’s five-year capital outlay program, annual deferred maintenance program and other general project plans.

Membership (16):

- Chair: Vice Chancellor, Administrative Services
- College President (2)
- Director, Plant Planning, Operations and Maintenance
- Director, Information Technology Service & Support
- Associate Vice Chancellor, Institutional Effectiveness
- Faculty (4)
- Classified Staff (4)
- Students (2)

**Exhibits available on site to support this recommendation:**

11-A Process for *Resource Allocation and Financing Plan* October 2006 – Maas Companies
11-B Plans for Visual and Performing Arts complex
11-C Total Cost of Ownership for Visual and Performing Arts Center
Midterm Report 2007 (Post 2006 Activities)

The college will continue using the integrated planning model for all future projects as occurred for the Visual and Performing Arts Project. The new projects, such as the modernization of the existing buildings, are being programmed based on that model wherein the scope and budget for the project will be presented to the college’s constituent groups for review. Recommendations will then be presented to the college President. An essential component of the planning process will focus on the redesigning of existing facilities to better fit the changing instructional needs of the college.

District Resource Reallocation Plan:
The final plan was presented to the Board of Trustees at the May 2007 Board meeting.

Visual & Performing Arts Project:
Using a structured and integrated project planning process, final construction plans have been completed for the Visual and Performing Arts project. Using a “cost of ownership” model, the budget for the project has been aligned to fit the instructional program and appropriate allocation of space.

Construction for the Visual and Performing Arts project started in August 2007 and is expected to be completed in the spring of 2009. The ground breaking ceremony was held on October 9, 2007. A similar integrated planning approach, working closely with faculty and staff will be followed to review and assess the furniture and instructional equipment needs for the project.

Modernization of Existing Facilities:
The college is in the planning phase of a campus-wide modernization. All major facilities on campus are over 30-years old and in dire need of repair and upgrade. In addition to infrastructure upgrades, the project scope includes a comprehensive evaluation of instructional space allocation and utilization. The plan is to reconfigure the instructional and office space for maximum utilization.
College Facilities and Safety Committee:
This committee continues to meet on a monthly basis. The charge of this committee is to review, discuss, and make recommendations for issues related to facilities and safety.

District Facilities Committee:
The formation of this committee has been review by the District Council, and will convene its first meeting in November, 2007.

Submission of State-Mandated Reports:
- The Annual Five-Year Capital Construction was updated and submitted to the state in June 2007.
- The Annual Space inventory will be submitted in October 2007.

Future Plans
- The Visual and Performing Arts Center construction will complete in spring 2009 and be ready for use for fall 2009.
- The Modernization project will have its preliminary plan be ready upon consultation with the shared governance process by spring 2008.
- Physical Education and Athletic facility renovation recommendation will be developed by the faculty and staff under the leadership of the Interim Director of PE and Athletics in spring 2008.
- College Facilities and Safety Committee will follow up on the Disaster Preparedness training occurred during Professional Development Day in August 2007.

Exhibits attached and linked unless otherwise noted:
Recommendation 12

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

2005 Progress Report (Post March 2004 Progress)

• The College Technology Committee developed a Technology Plan in 2004 and presented it to the Board of Trustee in 2005. The college is currently in the second year of this four year plan. As previously mentioned, the college eliminated the Dean of Instructional Technology and Learning Resources position last spring as a result of the college’s reorganization. The job responsibilities of that position, including providing technology planning and implementing the Technology Planning, were transferred to the Vice President of Instruction. Due to the gap in time between the elimination of the Dean’s position and the hiring of the Interim Vice President, coupled with the retirement of the Supervisor of Technology and Media Support Services, progress stalled a bit on further integration of the Technology Plan with other aspects of campus planning.

• The District Information Technology Services & Support department (ITSS) initiated monthly technology committee meetings comprised of members from both colleges and the District. The committee addresses and reviews issues regarding technology upgrades, installations, projects and plans.

• The Director of ITSS is currently working with the committee to develop a District-wide Strategic Technology Plan, which will incorporate individual college technology plans. A primary focus of the plan will be to provide a vision and direction for the Colleges and District for technology which will result in improved services, support, system response times, emerging technologies and additional functionality.

Future Plans

• The Chancellor will be hiring a consultant to assess the District’s technology needs fall semester.
• The college will provide input to the District on its technology and ITSS needs.
• The Interim Vice President for Instruction will work closely with the College Technology Committee to ensure initiatives in the Technology Plan are addressed and/or implemented. The Interim Vice President will work to ensure technology planning is closely aligned with the educational, facilities, and strategic planning processes.

Exhibits available on site to support this recommendation:

12-A Technology Plan, Board agenda re: Tech Plan and Budget support (spring 2005), Technology request forms
12-B District Technology Committee
12-C College Technology Committee minutes
2006 Progress Report (Post October 2005 Activities)

Evergreen Valley College has made several steps toward integrating the college technology master plan into a strategic plan for the entire college. After an exhaustive process including both accreditation reporting and independent work on revising the previous EVC Technology plan, the ITSS work group and the Campus Technology Committee produced a strong document that anticipated some themes of the accreditation report, including a more effective mode of funding and purchasing technology for the school. The Technology Plan was approved by the district’s board of trustees in December of 2005 (Exhibit 12-A).

Since the approval of the EVC technology plan, the two schools and the district have taken several steps toward combining the objectives of each college’s technology plan, and building the elements of a district technology plan. These steps include:

- More effective communication and coordination between the two colleges and the district. In particular, both committees have had regular representation from the district.
- Regular attendance at meetings by the ITSS director, including:
  - Meetings of the Evergreen Valley College Campus Technology Committee (EVC CTC) once a month, bringing the district’s technology issues and concerns to the CTC, formulating plans and possible solutions to problems; and, (Exhibit 12-B)
  - Meetings of a district-wide Datatel Student Information Team (SIT) that meets twice a month to focus on Colleague-centric futures, problems, and events to better serve college communities and students (Exhibit 12-C).
- Close collaboration between the two colleges who are now working closely on several specific technology issues. This issue-driven cooperation as a district is building the basis for more comprehensive district plans. These include:
  - Intercampus meetings regarding the G (Google) mail (student e-mail) option for San Jose City College and Evergreen Valley College;
  - Cooperation between the district and the two CTCs on the voice over internet protocol (VOIP) pilot project and a district-wide issue of upgrading phone lines to VOIP or to improved wire service; and
  - District-wide cooperation on the selection of a Course Management System for the academic year 2007/2008 and after.

Each of these areas of cooperation demands that the schools and the district address their technology objectives and student success, and work to make sure that the resulting technology plans involve all key stakeholders.

The college received a follow up presentation on primary findings and recommendations from the technology consultants that conducted a comprehensive district-wide ITSS assessment in December 2005.

Summary of Technology Consultant Report (Exhibit 12-D).

The major findings of the technology consultants’ report focused on insufficient budgeting to support the technology functions at both colleges that is exacerbated by a major disconnect between expectations and existing capabilities, and a lack of effective communication. Desktop
computers are aging, email limitations frustrate users, and the web registration system has been problematic to the point of possibly causing enrollment losses. Datatel system is viewed as dysfunctional.

These problems have further impacted the use of the Internet by faculty to enhance instruction. The need for ongoing, effective training is evident.

The consultants’ recommendations at the college level focus on: improving technology resources for faculty in order to foster innovation in instructional technology, and implementing a computer replacement schedule and standards.

Further, the consultants suggested that the Campus Technology Committees take a more active role in implementation of college technology and provide a forum for robust discussions about technology and learning. In response to this recommendation, the president and vice president have met in October 2006 with the chair of the College Council, and the chair of the Campus Technology Committee to initiate a review of the charge of the Campus Technology Committee.

On the district level, they recommend that ITSS develop clearly defined service level agreements to clarify support responsibilities. Further network assessments must be conducted in conjunction with the new VoIP telephone system.

In addition, the consultants recommended a chief information officer position to provide increased leadership and management for technology, and that the ITSS department uses a more collaborative approach between colleges and ITSS to ensure that the plans are consistent, realistic, and aligned.

Consequently, the district is implementing a new District Planning and Budget Committee structure, as well as a District Technology Committee to support this recommendation (Exhibit 11-G).

Also, the consultants recommend that the district set up procedures to deal with Datatel issues including a district-wide users group, additional programming staff, more communication and training from Datatel corporate support function, and a functional audit of the use of the Datatel system. At the time of this report, Datatel training and consultation has commenced to move forward on resolving these user issues.

**District Technology Committee**

The DTC will serve as advisory to the chancellor and the District Planning and Budget Committee and provides recommendations and input regarding district needs as they relate to the integration of technology. This committee serves as the primary representative body of technology stakeholders, both instructional and non-instructional. Its duties:

- Keep abreast of current trends and opportunities concerning the use of technology in education.
- In collaboration with the college technology committees, develop and update a strategic planning model that identifies and ranks district technology needs.
Establish specific goals and implementation guidelines.
Create and publish district standards for technology purchases and support.
Analyze the cost-effectiveness of alternative technologies, including total costs of implementation including training.
Advocate for the implementation of appropriate educational technologies, including related training and support for students, faculty and staff.
Evaluate the impact of technology on instruction and recommend provisions for instructional support services.
Update and review technology related planning documents as appropriate.
Develop and maintain a directory of district technology resources, including staff expertise, training opportunities, and unusual or specialized equipment.
Facilitate communications on the above with the college technology committees and other district-wide stakeholders.
Development of district technology policies and procedures.

Membership (12):
Co-chairs (2): College Technology Committee chairs
Administrators (6)
Faculty (4)
Classified (4)

Permanent members included in the administrator category: Director, ITSS; Vice Presidents of Instruction. Ex Officio: Vice Chancellor, Administrative Services.

Future Plans
Exploration and dialogue at the college level will help to locate the common intercampus issues that should be addressed in a district technology master plan.

- Continued college and district coordination regarding the selection and funding of a district-wide Course Management System platform and telephony/VoIP systems.
- More robust representation of faculty and staff as representatives to the college CTCs.
- Work to review the charge of the CTC, and change the way CTC is perceived by the college by generating more understanding of the CTCs role in evaluating technology issues, and not simply being implementers of the yearly funding and procurement of technologies.
- Address current and future issues in technology, such as:
  - issues of e-mail use policy, spam, and privacy,
  - timely and preventative maintenance of computing for staff and faculty,
  - addressing computing shortfalls in areas key to student service and success, line item budgeting for online and telecourses,
  - Integration of student laptops, iPods, and handhelds into instruction, among others.

Establish either a District Technology Committee, or regular representation by the district and the college CTC at each other’s meetings to better support overall strategies for improving student success and service. This will help bridge the gap between district and ITSS needs, often
focused on infrastructure, and college needs, often focused on a variety of specific computing needs and strategies.

- Implement recommendations given by the consultant; college-wide training on Datatel in various areas. As its first step, Datatel will provide a business advisory audit of our Student Services process and practices. This process will lead us to identify areas where the college needs changes and improvement in terms of Student Services operation via Datatel.
- Once identified, it will be followed up by comprehensive instruction and training to enhance our use of Datatel as means to improve overall operations of the college, services to students, and effective enrollment management.

Exhibits available on site to support this recommendation:
12-A Technology Plan
12-B Campus Technology Committee minutes (resource room)
12-C Student Information Team (SIT) agendas, minutes (resource room)
12-D Strata Information Group Review of Information Technology for SJECCD (resource room)

Cross-referenced
11-G Planning and Budget: Improving the Process

Midterm Report 2007 (Post 2006 Activities)

- The EVC technology plan emphasizes the importance of online learning, and lays out responsibilities for supporting distance learning. In the last college year, EVC’s Campus Technology Committee (CTC) has worked closely with its counterpart at San Jose City College (SJCC) and with the District to collaboratively select an online learning vendor; The Course Management System (CMS) task force was created and led jointly by the Vice President of Academic Affairs of both colleges that merged the technology plans of the three entities regarding support of Distance Education, and this task force worked to research vendors, compare them, and select the one best suited to the needs of the entire District. The CMS Taskforce made a recommendation to the District’s Executive Team to support the establishment of a clear budget line for the Course Management System for both colleges and the ITSS which was granted.
- The EVC CTC has a commitment in its Technology Plan to support student, faculty, and staff computing. Over the last two years, the increase in spam and junk mail has had several negative effects on computing: wasting work time, hurting productivity, obscuring important email in a sea of trash. EVC CTC worked with the District and with SJCC to make sure that any spam software met the needs and the concerns of the campus community. Over the last year, this issue was raised in key areas of both colleges and in the District; robust discussion resulted in research by the District’s Information Technology Support Services (ITSS) and others to find economical and effective solutions to the spam problem. This resulted in the purchase of a spam filter that has so far worked well and had buy in from all campus sectors
• In these ways, the CTC is working with its counterparts at the District and at SJCC to make sure that technology objectives are collaborative and likely to enjoy wide acceptance from the entire District. This collaboration is the building block of a wider Technology Plan for the District. The EVC CTC plans to be involved in a future District Technology Committee; in anticipation of this, the EVC CTC has had representation from ITSS, from Campus Technology Support Services (CTSS) and from key members of Administration. This has meant that CTC decisions have been made in the light of information and participation from key areas of the District.

• The proposed District Technology Committee has evolved through the collaboration of the District management with the Academic Senates. As a result, the District’s Board of Trustees approved the creation of Joint Technology Committee (JTC) meetings. These meetings include the membership of the Campus Technology Committees, the Director of ITSS and/or his/her representatives(s). The agendas of these meetings are the result of collaboration between the two chairpersons and the Director of ITSS. The primary focus of the JTC is to be a forum for the exchange of information and cooperation between the campuses and ITSS. A result of collective effort of the committee will be the merging of the objectives of the colleges’ technology plans into a District Technology Master Plan.

• EVC has recently shifted the budget process for selecting and procuring technology, to make more effective use of the CTC and to place more responsibility in the hands of Deans in concert with the Division faculty. CTC will play an integral role in overseeing the technology needs of the campus which includes:
  o Revising EVC Campus Technology Plan;
  o Establishing technology standards, best practices, and acceptable use policies.

• The distribution of the Instructional Equipment funds was clearly established in the fall of 2006 within the framework of the shared governance. The Division faculty and staff have their requests developed in concert with their program needs and CTAs, the Division discuss and prioritize their needs as a Division, VPs and Deans Team review requests, make recommendations for funding, present them to the Budget and Planning Committee, and to the College Council. The process is transparent, inclusive, and equitable and it worked extremely well.

• The responsibility of funding the technology needs will rest on EVC Budget Committee and each Dean/Manager of the department.

• ITSS and CTSS worked collaboratively to clearly define service level agreements and clarify support responsibilities.

• The EVC’s Campus Technology Services (CTSS) has started an inventory development of all equipment on campus. This will determine the college’s cost of ownership for various equipments needing replacement in the future and reflect on the budget planning process.

• Under the direction of the Interim Dean of Library and Learning Resources, the Distance Education at EVC will be reviewed carefully. All current operations and course offerings—including Television courses and Online/Hybrid courses—will be reviewed and analyzed to identify critical changes that will need to occur to meet the College’s strategic planning CTAs: 10% growth in Distance Education by spring 2008. In addition,
the role of Online/Hybrid courses will be reviewed based on our unique and diverse student population.

• Per the consultant’s recommendation, ITSS has requested Datatel to perform an Admissions audit as a first step in identifying overall improvement needs of our Datatel system. The audit report has identified the need for Communications Management module as a tool to help enhance the Admission operation. ITSS also brought in Datatel training consultants on-site to train EVC Admissions and Records, Human Resources, and ITSS personnel. Furthermore, ITSS is in the process of hiring a Lead Application Analyst to offload the programming workload.

• The Colleges and District realized that fundamental change and improvement needs to occur in the Datatel system in order to attain accurate reporting, data collection, data analysis, and overall efficiency in each area of the College. The consultant was hired to review the Butte College Portal model to see if this system may address issues and challenges that the colleges and the District face.

Future Plans

• The CTC will continue to refine its role to be meaningful as the rest of distance education and ITSS improvements occur.

• EVC’s CTSS will complete its inventory of all equipments on campus by fall 2007, and develop a cost of ownership/maintenance schedule for the equipments on campus by spring 2008.

• The CMS will complete faculty and staff training for the WebCT CE6 by spring 2008, be ready for the pilot testing during summer 2008, and full integration for both campuses as of fall 2008.

• The Butte Portal Model review will be completed in fall 2007 and make a decision as to what the next step will be in regards to improving the Datatel use.

• The District Technology Committee (Joint Technology Committee/JTC) will be in effect as of fall 2007, develop shared objectives for the Colleges’ technology plans into a District Technology Master plan.

Exhibits attached and linked unless otherwise noted:
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)

2005 Progress Report (Post March 2004 Progress)

- College Technology Committee continued to play an integral role in allocating funds for technology. The college’s Technology Plan has been accepted by College Council and introduced to the Board of Trustees; it provides a road map for future planning.
- Teaching Learning Center, @ONE Project, Technology Resource Center and Library developed a learning needs assessment to promote technology training for faculty and staff (See Recommendation #5).
- TRC is more readily available to faculty training purposes.
- The job description for the replacement of the Supervisor of Technology and Media Support Services was reviewed and expanded to appropriately reflect the changing roles and needs of technology support for the college.

Future Plans

- The Interim Vice President of Instruction will work closely with the Supervisor of Technology and Media Support Services and the College Technology Committee to further strengthen and institutionalize existing planning processes to ensure alignment with budget, educational, facilities, and strategic planning processes.
- Recruitment for the Supervisor of Technology and Media Support Services will begin in October.

Exhibits available on site to support this recommendation:

13-A The Budget Committee and budget development, technology request, technology assessment/survey etc.
13-B Job Description for the Supervisor of Technology Support Services

Midterm Report 2007 (Post 2005 Activities)

- A well-qualified CTSS Supervisor was hired on November 15, 2006. Since then, the Vice President of Academic Affairs has worked closely with the CTSS Supervisor and CTC to further strengthen and institutionalize existing planning processes throughout the institution. The first comprehensive campus-wide equipment inventory prototype was developed by the Supervisor of CTSS which will be completed in fall 2007. Upon completion of this inventory, a comprehensive analysis of equipment maintenance and upgrade needs will be produced which will be incorporated into the future planning for budget development as part of the EVC’s strategic planning process (Integrated Planning and Organizational Transformation).

Evergreen Valley College | 14BRecommendation 13
• CTSS has been involved in every facility-related project on campus early on as part of the project team. Such timely involvement enabled the CTC team to identify technology and equipment-related needs including budget estimates per project. As a result, facility planning, technology needs, equipment purchase, installment plans, and budget allocation processes were integrated into each project.

• The CTSS’s budget proposal is aligned with the Commitment to Action (CTA) which outlines the following areas:
  • Classroom technology upgrade.
  • Individualized training for CTSS Staff.
  • Increase wireless access for instruction and business.
  • Streamline server infrastructure for cost-effective and efficient operation.

Future Plans

• CTSS will continue to work closely with the Vice President of Academic Affairs and Director of Facilities to secure funding to implement its CTAs.
• CTSS will complete the EVC equipment inventory and develop a technology equipment maintenance plan with cost analysis.
• CTSS will continue to be involved in facility-related projects to ensure that the equipment needs are addressed in a timely manner with a total cost of ownership per project.

Exhibits attached and linked unless otherwise noted:

13-C  CTSS-CTA Final 4 document
**Recommendation 14**

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

**2005 Progress Report (Post March 2004 Progress)**

- The Board Budget Committee in collaboration with the Chancellor established budget reduction targets for the colleges.
- The budget development process was collaborative and provided college constituent groups opportunities for engagement and discussion. Because the college was required to reduce the budget by $610,000, campus engagement was essential to ensure resource allocation and reductions were in alignment with the college’s mission and strategic directions.
- Initially, total budget reductions proposed by the college were short of the original goal established by the Board. After considerable dialogue with the college community, the Board adjusted the reduction target to $536,000.
- The college was provided autonomy to identify budget reductions once the level of reductions was established. The Board and executive leadership gained a greater understanding of the factors facing the colleges in reaching the necessary reduction targets.

**Future Plans**

- A budget calendar will be produced at the onset of the budget development cycle as in previous years.
- A memorandum will be issued to the college providing guidance on budget development process, including Board priorities or mandates.
- Budget development updates will be provided as needed.
- Presentations will be made at a number of structured venues to communicate important financial information of FTES, current year operational of costs and projected funding for the subsequent year.
- Periodically, a public review of the longer-term financial “picture” of the District and college will be conducted. This will ensure there is dialogue and broad understanding of the factors impacting the financial health and well being of the District and college.
- The new “Opportunities and Avenues for Input” document was developed and will be used district-wide in 2005-2006.

**Exhibits available on site to support this recommendation:**

14-A  Written guidelines, Board Budget Committee process, Vice Chancellor presentations, and EVC Budget Committee minutes
Midterm Report 2007 (Post 2005 Activities)

- In January 2006, a draft concept paper on linking the planning and budgeting processes of the colleges and the district office was created; Resource Allocation and Financing was developed by the Vice Chancellor of Administrative Services.
- During the spring 2006, Evergreen Valley College developed a planning/budgeting model that clearly delineates an inclusive and transparent budget planning process under the direction of the President.
- During FY 2006/07, the planning models of both colleges were linked into the district’s planning model; the shared governance groups discussed and refined the plan which was finalized in the spring 2007.
- The plan was adopted by the District Council in May 2007.
- The budget and planning process for EVC was further developed and implemented during the spring 2007 as part of the Strategic plan—Integrated Planning and Organizational Transformation.
- The President conducted meetings with various governance groups to review and receive feedback on the new integrated model of budget and planning process. The development process of the plan was extremely successful with all parts of the college involved. One of the highlights of the integrated budget planning process is the College Open Forum where various parts of the college come together and present its budget needs and rationale. This process created an opportunity for an inclusive, transparent, and educational process for the entire college to understand the new integrated budget planning process.
- Overall budget development and planning process was in alignment with the Chancellor’s goals for the year

Future Plans

- Under the new model, Integrated Planning and Organizational Transformation, EVC will begin its budget development and planning processes for the FY08/09 in early spring 2008. This process will continue as part of the “cascading” process of the Integrated Planning and Organizational Transformation.
- On the district-wide level, the Chancellor will convene the new district-wide Budget Committee and discussions will begin on the allocation of resources for the upcoming budget cycle.
- A new district-wide Facilities Committee will be convened by the Chancellor and begin a review of the existing long-range capital outlay plan for the colleges. Refer to Recommendation 11 for more information on this committee.
- A new District Technology Committee will be convened by the Vice Chancellor of Administrative Services to begin integration of the college technology plans into a comprehensive plan for the district that translates into resource allocations during the budget process. Refer to Recommendation 12 for more information.

Exhibit attached and linked unless otherwise noted:

Cross reference
4-D  2007/08 Adoption Budget Presentation 09/11/07
4-E  2007-2008 Adoption Budget booklet
4-F  Planning and Budgeting: A New Process
**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)*

2005 Progress Report (Post March 2004 Progress)

- As noted in Recommendation #1 the college and District have acted expeditiously and with due diligence in responding to the recommendations made by the Commission.
- 11 new faculty members were hired.
- The reorganization has been implemented. Two well qualified and experienced Interim Vice Presidents have been hired. Recruiting for permanent candidates is underway.
- Significant progress has been made toward the development of course learning outcomes, as well as learning outcomes for Student Services. Learning outcomes are beginning to be incorporated into program evaluation.
- Many discussions have taken place outlining the role of District HR and the campus.
- The Board and Chancellor have made significant progress in clarifying roles and responsibilities in relation to the District and colleges.

Future Plans

- The College Council will continue to work toward continued improvement with integrated planning processes.
- Program reviews scheduled to be completed this academic year will be reviewed in fall 2005. Review results will be considered in the budget development process for 2005-06.
- A continuous effort will be maintained to implement course learning outcomes and their direct assessment (See recommendation #5).
- Student Services will complete their assessment of student learning and use data to modify programs or service delivery as appropriate (See recommendation #6)
- The Board will meet quarterly with the Chancellor so there is continuous dialogue and clarity so that the Chancellor is able to effectively implement the goals and priorities established by the Board.
- The Chancellor will work with the new Associate Vice Chancellor for Human Resources, to update and clarify the hiring procedures, with special attention on the documentation required to demonstrate that candidates have met the minimum standard for cultural proficiency.

Exhibits available on site to support this recommendation:

15-A Board agendas showing response to recommendations, accreditation items on agenda, review of Board policies, study session with Cindra Smith, June 14 presentation by College Presidents
Midterm Report 2007 (Post 2005 Activities)

As the visiting Accreditation Team of fall 2006 indicated, “The college, with complete support of the District Chancellor, the Board of Trustees and senior leaders at the district office, has moved with all deliberate speed to stabilize the leadership crises at EVC,” the College and the District have made a significant overall improvement in the past two years (See Midterm Report 2007 sections of Recommendations 1, 2, and 3).

- 16 administrators, 11 faculty members, and XX staff have been hired since fall 2005. There are 8 new faculty positions identified for 2008-09 academic year.
- Implementation of SLOs has occurred in significant amounts in both Student Services and Academic Affairs. (See Midterm Report 2007 section of Recommendation #5)
- Program Review criteria and process is under review due to the new implementation of the strategic plan, Integrated Planning and Organizational Transformation. The Institutional Effective Committee that will oversee Accreditation, Program Review, and Educational Master Plan is activated in fall 2007 to address this plan.
- Vice Chancellor of Human Resources was hired in June 2006. In addition to assessing the systems and processes associated with employment services, benefits, and human resources, the HR has addressed the District’s hiring processes. With the goal of improving the quality and timeliness of recruitment and hiring activities, an online applicant tracking software program through the PeopleAdmin Company was purchased and implemented. (See Midterm Report 2007 of Recommendation #10)
- EVC established a clear, transparent, and timely New Faculty Request process that aligns with the District’s hiring schedule.
- The Chancellor’s goals are clearly communicated to the EVC community in multiple formats. Each department/Division/program CTAs, new faculty request process, budget planning process, and other key institutional decision making processes are directly linked with the Chancellor’s goals.
- The newly established Administrative Evaluation process was implemented in spring 2006. This evaluation includes and emphasizes the cultural competency of each administrator as part of the criteria for performance evaluation.

Future Plans:

- Continue to hire qualified employees who share EVC’s core values and vision.
- Continue to implement SLOs in courses and programs and their direct assessment.
- Develop a system to implement SLOs in Certificates and Degree Programs.
- Institutional Effectiveness Committee will develop criteria for the Program Review that will include and address specific area CTAs.
- Continue with the Integrated Planning and Organizational Transformation cascading process each year to set goals, assess outcomes, and develop appropriate plans for the following year.

Exhibit attached and linked unless otherwise noted:
Recommendation 16

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

2005 Progress Report (Post March 2004 Progress)

- There is a growing understanding of the complexity of perceived micro managing. The Board of Trustees understands the scope of its purview and cannot make administrative determinations unless District policy is violated. The Administration understands that it needs to follow District policies (e.g. on diversity, regarding layoffs, hiring and on the evaluation of administrators) in a fair, consistent and open manner.
- The issue of micromanagement is perceived differently by various constituent groups. What may be viewed as micromanaging by one group may conversely be viewed as correcting a process or access problem by a different group. There is a need for the College and the District to establish and follow policies and procedures that are open, transparent and applied fairly consistently.
- Mechanisms of accountability are being developed and implemented to prevent the possibility of the Board extending beyond its policy boundaries, to clarify Board/administrative limits, and to communicate and document necessary administrative action on a regular basis before Board Meetings.
- The Board has placed Accreditation updates on each board agenda to keep accreditation in the forefront of the college and Board’s consciousness.
- Commission Executive Director, Barbara Beno, was been invited to speak to the Board directly about the Commission’s thoughts and expectations.
- Controversy and concern resulted from the Board’s decision not to support the District and college’s (EVC and SJCC) management recommendations regarding the non-renewal of contracts for seven managers. The elimination of the positions was part of a reorganization plan by the District, Evergreen Valley College, and San Jose City College. Although there was a possible prospect of gaining re-employment July 1, no specific plan was provided to the Board as to which managers might be employed July 1. The Board exercised its authority to renew the managers’ contracts and have the District and the colleges adjust their reorganization plans. Controversy resulted because the Board did not follow the recommendations of management. Concern resulted from the college and the larger community because six of the seven managers recommended for non-renewal were persons of color, while the management team was overwhelmingly Caucasian. None of the seven recommended for non-renewal had a negative performance evaluation or other evaluation demonstrating their inability to adequately perform.
- In these circumstances, without the basis of any evaluations, the Board moved to protect the retention of culturally proficient administrators, a stated Board policy. This was perceived by some executive management as going beyond the policy function of...
the Board, and is now being corrected by implementing procedures of accountability with respect to evaluations, procedures on diversity in hiring and retention, and improved management communication with the Board.

- The process used in hiring the new Chancellor was rigorous, well managed and followed good practice of allowing constituent groups to appoint a wide range of representatives for the first level committee, a range of open forums that produced feedback on finalists to the Board, good use of a consultant to conduct two sets of reference checks, full day visits to the colleges of the two finalists by two separate teams of trustees, and a final interview with the whole Board. The Board worked very hard to come to agreement on the best choice for the position and joined together for a 7-0 vote on the selected candidate. In its discussion with the new Chancellor, the Board has made the comments that the whole Board has confidence in the values, character, expertise, and direction that the new Chancellor exhibits and supports, from the beginning, their commitment to her organizational leadership.

- The Board has begun to refer more items to the Chancellor to handle. In June, the Interim Chancellor was asked to respond to a set of resolutions brought to the Board by the Evergreen Valley College Diversity Advisory Committee. He and the Board correctly referred this item back to the college, as appropriate. There is a clearer understanding about what belongs within the colleges’ decision-making purview and what is done at the District level.

- Part of this recommendation relates to the college/district relations. In this area, the budget process has been made more open and many opportunities provided for input into the budgeting process. The Vice Chancellor has provided many presentations on the budget process to the groups on the campus. The Vice Chancellor has announced his retirement at the end of the fall semester but has begun an orderly transition with key staff in his area and also has made himself available to the new Chancellor to work as a consultant to provide for a smooth transition and progress.

- The Information Technology Support Services department (ITSS) has begun to hold meetings with campus technology staff to build better working relationships. There are now regular consultation discussions and review of system impacts on the colleges and student/faculty customers. The new Chancellor is creating an Enrollment Development and Student Success Workgroup that will bring the Director of ITSS together with College Presidents and Vice Presidents on a regular basis to review how ITSS policies, services, and priorities impact service to students.

- Human Resources Department has been without a Vice Chancellor since November 2004, slowing progress in working with hiring procedures. Reviews of screening processes have surfaced a need for more clarification and training in this process. A consultant who was briefly employed by the District is in the process of developing a thorough, analytical report with recommendations to be used by the incoming Associate Vice Chancellor for Human Resources when on board, and decision-making/consultation groups as an important tool for improvement.

- The Board took an active role in 2004 and 2005 to understand behaviors that undermine trust in the District by establishing a Board Trust Building Committee with quadripartite participation. The goals of the committee included:
Identifying agreed-upon traits of trust
Accepting individual responsibility for implementing traits of trust in our conduct
Understanding key relationships in the District that deserve special attention.
Focusing on district leadership bodies to model traits of trust.
The final meeting of the Trust Building Committee, held in February 2005, summarized key concepts and tools for trust building in the District. (See Trust Building Committee meeting highlights and February 17, 2005 chart.)
Similar to the longstanding Board Diversity Committee, the Trust Building Committee required Chancellor-level and executive management commitment to achieve its goals. The new Chancellor is currently proceeding aggressively to align Board/Administration goals and implementation.
The Board is taking an active role in addressing hostile work environment and diversity issues. The Interim Chancellor had led two community meetings to explore the hostile work environment concerns, each with Board participation. The college’s Diversity Advisory Committee (DAC) in conjunction with the College President presented a set of recommendations to the Board that focused on improved relations and processes. The Board expressed its strong support for the recommendations.
In response to these recommendations the College President formed the Diversity Action Council. The purpose of this Council is to advise the President on matters of diversity, equity, social justice, and global human rights as they pertain to matters of the college and local community.
The Chancellor and President have identified consultants that will assist the college in addressing the issues impacting the quality of the college environment and climate.

Future Plans
- ITSS will increase its customer service efforts with the campuses.
- Research and Planning will work with the Vice Presidents to insure that planning; program reviews, and the work on student learning outcomes at the college are done with quality measures and consistency across the District.
- The Chancellor will continue working with the Board on role clarification in relationship to the Chancellor and the colleges.
- With the retirement of the Vice Chancellor, the primary objectives of the budgeting process for this year will be to clarify, communicate and stabilize this process.
- The new Associate Vice Chancellor for Human Resources will be given a primary charge to clarify and update hiring policies.
- The Chancellor and Associate Vice Chancellor will finalize the roles of the Diversity Officers in relationship to the colleges.
- The Chancellor will implement an accountability plan to include 360° input for performance appraisals, training on how to give constructive feedback and document corrective action plans, and a management audit.

Exhibits available on site to support this recommendation:
16-A Trust Building Committee highlights
Midterm Report 2007 (Post 2005 Activities)

The board continued to place accreditation updates on each of their agendas in order to remind all of the district’s staff of both the accreditation standards as well as the district’s progress in meeting each college’s recommendations.

The new Chancellor has created an Enrollment Development and Student Success Workgroup that will bring the Director of Information Technology Support Services (ITSS) together with College Presidents and Vice Presidents on a regular basis to review how ITSS policies, services, and priorities impact service to students.

The ITSS department has begun to hold meetings with campus technology staff to build better working relationships. There are now regular consultation discussions and review of system impacts on the Colleges and student/faculty customers.

The budget process between the colleges and district office has been made more open and the new Vice Chancellor of Administrative Services has opened up the budget process by proposing, as part of a general restructuring of district committees and new district budget advisory committee. This committee’s structure and procedures were drafted with many hours of consultation with the various college and constituency representatives and should result in a more transparent and inclusive budget process.

The Chancellor also has increased the frequency of her meetings with the executive management of the colleges and her vice chancellors from once per month to twice monthly to increase the communication between the campuses and the district office and thus help foster mutual ideals and trust between these managers and those whom they serve. In addition the chancellor now has regularly scheduled meetings with the representatives of the academic senates, the classified council and senate as well as the classified and faculty unions. All of these meetings act to foster both trust and mutual respect between the colleges and district.

Future Plans

The Human Resources consultant and the Vice Chancellor of Human Resources will send a series of recommendations regarding the structure and organization of the human resources to the chancellor who will in pass on recommendations for specific actions to the board. These changes will be aimed at improving such functions as the district’s hiring and reclassification procedures and increasing the diversity of our staff.

The Chancellor will direct the reorganization of the District Council, which is comprised of representatives of all of the district’s constituency groups. This reorganization will help to increase the participation of the college’s representatives regarding matters of operations.

The Vice Chancellor of Administrative Services will implement the planning and budgeting process which will include a new district-wide budget and facilities committees which will increase the participation of college staff in the district planning processes.
Exhibits attached and linked unless otherwise noted:

16-B₁ Enrollment Development and Student Success Workgroup description
16-B₂ Enrollment Development and Student Success Workgroup
(Document two)

Cross referenced
4-F Planning and Budgeting: A New Process
Recommendation 17

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

2005 Progress Report (Post March 2004 Progress)
Please see Recommendation #16.

Future Plans
Please see Recommendation #16

2006 Progress Report (Post October 2005 Activities)
The district board of trustees has been diligent in public session and has informed individuals, including the public, that they have restricted their authority to a policy-making body. There have been no instances of board members overstepping their boundary as policymakers since the last site visit.

A review of governing board meeting minutes will demonstrate that there has been no interference with the chancellor’s operational authority for implementing board policies. A recent evaluation of the chancellor clearly demonstrates the board’s unanimous support for her role as the district chief executive officer.

Furthermore, the board has directed college constituencies to no longer bring personal concerns to individual trustees but rather utilize existing college and district policies and procedures (Exhibit 17-A).

Notably, the district board of trustees has held a half-day retreat directly pursuant to its proper policy role in district affairs. An ongoing joint college committee on policies is also at work specifically defining the board’s role vis-à-vis the work of the chancellor and the colleges.

Joint Committees comprised of campus constituency groups are in the process of revising the academic and student services policies and procedures of the district. (Exhibit 17-B and Exhibit 17-C).

Additionally, significant revisions ensued regarding District Conflict of Interest Policies and Procedures which were revised in January 2006 and approved by the board of trustees in September 2006, and included in the Board Policy Manual in chapter 7, sections AP 2710 and BP 2710 (Exhibit 17-D).

Future Plans
The district board of trustees and the chancellor will continue to meet regularly in 2006/2007 to ensure that the board limits its actions to policy establishment while supporting the role of the chancellor for policy implementation and administration. For example, at the request of the
district board of trustees, the chancellor scheduled a workshop on October 17, 2006 for the district board of trustees and the district executive team on cultural competency to provide initial training on a topic addressed in board policy and soon to be implemented within district personnel evaluations.

Exhibits available on site to support this recommendation
17-A SJECCD District Board of Trustees Minutes (resource room)
17-B Draft of chapter 4 revisions of SJECCD District Policy Instructional
17-C Draft of chapter 5 revisions of SJECCD District Policy Student Services
17-D District Conflict of Interest Policy (AP 2710, and BP 2710)

Midterm Report 2007 (Post 2006 Activities)
The board of trustees and the chancellor continue to meet regularly to help insure that the board limits its actions as recommended by the accreditation team. The board’s role regarding such topics as hiring, ethics and meeting rules was examined at retreats in February of 2007.

In May of 2007, the board approved a new format for their agendas which was developed by Vice Chancellor Ron Root and Chancellor Rosa Perez. This new format focused the discussions of the board on matters of policy and placed on consent matters that traditionally might have resulted in board discussions regarding the daily management of the district.

Last, the board’s commitment to the delegating the operational authority to implementing board policies to the chancellor is evidenced by their unanimous approval of a new multi-year contract for Rosa Perez, which is a clear an indicator in the Board’s trust in the management’s day to day operations of the district.

Future Plans
The board and the chancellor will continue to meet on a regular basis to discuss the role of the trustees in the formation of policy and the role of the chancellor’s responsibility for the administration of district operations.

The board will hold yearly retreats which will examine, among other subjects, their progress in following the recommendations of the accreditation commission.

Exhibits attached and linked unless otherwise noted:
17-E 3/13/07 Board agenda re: New Board agenda format
17-F 2006 and 2007 Board Retreat and Agenda
Recommendation 18

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

2005 Progress Report (Post March 2004 Progress)

- Marketing has been moved from the District to the colleges so there will be a more college driven and college-focused effort.
- The Chancellor now meets with the College Presidents and the Executive Vice Chancellor on a weekly basis for at least two hours for the purpose of both team building and focused discussions on district/college authority. This group is called the Executive Team. Up until this fall, these leaders have met only once a month and not on the business of relationship building and supporting the roles of these leaders in their respective areas. The Chancellor also now meets with each of the College Presidents twice a month to understand and support their work, provide counsel and jointly analyze potential district-wide consequences of actions at the colleges.
- In addition to the new weekly Executive Team meetings, the Chancellor is also creating an Enrollment Development and Student Success Workgroup that she will chair which will bring the Presidents, Vice Presidents, Research and Planning, ITSS, and Marketing together to collaboratively create planning and review frameworks, common analytical tools for schedule building and analysis, tools for budget and planning committees on the campus, and methods of analyzing student retention and success strategies. The importance of locally derived and implemented initiatives will, however, be honored and respected.
- A District Title 5 Diversity Committee will be formed that will establish clarity between district hiring efforts and the college diversity efforts.
- The District Information Technology Support Services department developed its top operational priorities based on discussions and input from constituency groups such as the Student Information Team (SIT) and the D.O./College Technology Committee. ITSS holds weekly meetings with SIT and monthly meetings with the College Technology Committee. Communication of meeting outcomes is published as minutes to be shared widely. The developing District technology strategic plan will be a vehicle to delineate and communicate the responsibilities and functions of the District from those of the colleges.
- Measure G bond funds are being applied to the information technology hardware infrastructure to allow for superior and expanded services and features for many years to come. The will help address some of the most pressing college concerns and allow us to turn our attention to other elements of the technology support structure.

Future Plans

- In the area of ITSS, the District is currently confirming the analysis of hardware specifications and anticipates going out to bid very soon. This will help address some of
the most pressing concerns and allow the District and colleges to turn its attention to other elements of the technology support structure.

- Research and Planning will work the Vice Presidents to insure that campus needs are being met.

Exhibits available on site to support this recommendation:

18-A Notes from last winter district retreat
18-B Tech/ITSS meetings, hardware specs—bid?
18-C Board agenda re: Technology Plan presentation
18-D College marketing agenda/plan

2006 Progress Report (Post October 2005 Activities)

In addition to the actions noted in the October 15, 2005 progress report, an experienced vice chancellor of Administrative Services was hired in spring 2006. The vice chancellor meets twice per month with the San Jose City and Evergreen Valley business officers in the interest of district coordination with the colleges and to continue work toward the delineation of operational responsibilities and functions noted as needing focused attention by the commission. The vice chancellor has created a new budget model that grants greater budgetary authority to both colleges, and presented it to the district board of trustees in September 2006 (Exhibit 11-G and 18-B).

A vice chancellor of Human Resources was hired in summer 2006. The new vice chancellor has begun to reorganize the Human Resources division to create more direct communication and support for the colleges.

Finally, an interim associate vice chancellor of Institutional Effectiveness was hired in summer 2006 to establish a more supportive role with college vice presidents than the previous oversight function. In all, the district is initiating a review of all systems and processes in 2006-07 to validate and correct proper lines of authority and function that will help improve communication, operational responsibilities and processes.

Specifically, district-wide committees are continuing work to review both Instructional and Student Services policies and procedures that will delineate and strengthen understanding of operational responsibilities and functions. Documentation of its important, ongoing work is therefore and herewith duly noted—with the draft status itself in testimony to the district’s and the college’s ongoing efforts—specific to important work especially in the areas of Academic Affairs Policies and Academic Affairs Procedures (Exhibit 17-B and Exhibit 17-C).

The chancellor has developed 2006 / 2007 district goals in conjunction with the district board of trustees that provide framework and focus for the college’s priorities. These goals have been shared with the college community and other constituency groups. The college is incorporating these goals into the planning process (Exhibit 18-C).
Future Plans
The district is initiating a review of all systems and processes in 2006/2007 to validate and correct proper lines of authority and function that will help improve communication, operational responsibilities and processes between the colleges and the district (Exhibit 18-A and Exhibit 18-C).

Exhibits available on site to support this recommendation:
18-A  Agenda from board of trustees retreat- spring 2006
18-B  2006-07 Board Budget Presentation (9/12/06)
18-C  Chancellor’s Goals for 2006-07
18-D  Chancellor’s Goals for 2007-08

Cross referenced
11-G  Planning and Budget: Improving the Process
17-B  Draft of chapter 4 revisions of SJECCD District Policy Instructional
17-C  Draft of chapter 5 revisions of SJECCD District Policy Student Services

Midterm Report 2007 (Post 2006 activities)
The chancellor meets twice each month with an Enrollment Development and Student Success Workgroup that includes the presidents, the vice presidents, research and planning, marketing and ITSS to collective establish plans to increase student retention and recruit new students, especially those from historically underrepresented populations.

In response to requests by the college’s management and staff, the district ITSS now develops its operational priorities after consulting with the college’s technology committees. The ITSS director also attends those college committee meetings.

An experienced vice chancellor of Administrative Services was hired in spring 2006. The vice chancellor meets twice per month with the San Jose City and Evergreen Valley business officers in the interest of district coordination with the colleges and to continue work toward the delineation of operational responsibilities and functions noted as needing focused attention by the commission. The vice chancellor has created a new budget model that grants greater budgetary authority to both colleges, and presented it to the district board of trustees in September 2006 (Exhibit 11-G and 18-B). The new model was implemented after that meeting and included the transfer of one million dollars to each college to be used for enrollment growth.

A vice chancellor of Human Resources was hired in summer 2006. The new vice chancellor is working with a consultant to reorganize the human resources division to create more direct communication and support for the colleges and delineate the role of the college management from that of district management in the hiring processes.
District-wide committees have been meeting during the past two years to update, reorganize and rewrite the both instructional and student services policies and procedures that will delineate and strengthen understanding of operational responsibilities and functions. Documentation of its important, ongoing work is therefore and herewith duly noted—with the draft status itself in testimony to the district’s and the college’s ongoing efforts—specific to important work especially in the areas of Academic Affairs Policies and Academic Affairs Procedures (Exhibit 17-B and Exhibit 17-C).

The chancellor developed 2006 / 2007 district goals in conjunction with the district board of trustees that provide framework and focus for the college’s priorities. These goals have been shared with the college community and other constituency groups. The college is incorporating these goals into the planning process (Exhibit 18-C).

In September of 2007 the chancellor’s goals for 2007/2008 that had been developed in consultation with the constituency representatives were discussed and formally approved by the board. These goals include implementing a new inclusive district budget process, improving ITSS services at the colleges and completing the study of human resourced organization and procedures.

Future Plans
- The chancellor will report to the board on the completion of her goals for 2007-2008.
- The board will adopt, on the recommendation of the chancellor and staff, the new policies on student services and instruction.
- The new budget model will be implemented and the district budget, facilities and technology committees will start meeting.

Exhibits attached and linked unless otherwise noted:
18-A Agenda from board of trustees
18-B 2006-07 Board Budget Presentation (9/12/06)
18-C Chancellor’s Goals for 2006-2007
18-D Chancellor’s Goals for 2007-2008

Cross referenced
4-F Planning and Budget: Improving the Process
19-B Draft of chapter 4 revisions of SJECCD District Policy Instructional
19-C Draft of chapter 5 revisions of SJECCD District Policy Student Services
**Recommendation 19**

The team recommends that the Board of Trustees systematically review and update its policies and practices on a regular basis. (Standard IV.B.1.e)

2005 Progress Report (Post March 2004 Progress)

- The Board has begun the process of evaluating policies under the direction of the Vice Chancellor and Associate Vice Chancellor for Research and Planning.
- The policies related directly to Board activities are currently being reviewed by the college’s constituent groups.
- Information on the remaining policies was reorganized during the summer and includes a comparison between the CCLC model policies and the current District policies. This will facilitate the ability of the various committees to review and update these policies during fall semester.
- Student Services updated its policies and are now putting them into a format that parallels the CCLC model policies.

Future Plans

- Complete the update of all policies by June 2006. The policies directly related to the Board have been approved and the Student Services policies are planned to go to the Board during the fall.
- All remaining policies will go to the Board prior to June 30, 2006.

Exhibits available on site to support this recommendation:

19-A Board evaluation of policies, timeline and procedures (June 14 board agenda) and Timeline published June 05
19-B District Policy Manual, Chapter 2

**Midterm Report 2007 (Post 2005 Activities)**

In the spring of 2006, the Governing Board appointed an ad hoc committee of Board members to meet with the Chancellor and district constituency representatives to recommend changes to the first two new sections of sections of Board Policy.

The Board committee reached, by consensus, agreement with the various constituency groups regarding the first three new sections of Policy. These sections included Our District, the Board of Trustees and the General Institution. These changes brought our Policies into compliance, per suggestions by the League’s template, with Title V and recent changes in the law. New sections also broadened the representatives involved in shared decision making and affirmed the rights of the academic senates regarding academic and professional matters.
In the fall of 2006 and the spring of 2007 the Governing Board, after a formal review by the constituency groups, formally approved the first three sections of Board policy.

The two Academic Senates (SJCC and EVC) began a series of meetings to update the Academic Affairs (Instructional Policies) section and the vice chancellor of Administrative Services drafts a revised and updated Section Six of our Policies- Business and Fiscal Affairs.

In the spring of 2007 the two Academic Senates approved the new Instructional Policies and started a series of meetings with the management and the various constituency groups to review and edit the draft language. The two Academic Senates and the various constituency groups began a series of meetings, during the spring of 2007, with management to update and edit the Student Services section of the Policies.

The San Jose City College Academic Senate and the Evergreen Valley College Academic Senate, after consultation with management and the various constituency groups, formally approved the final draft (Version P) of the Instructional Policies and sent them to the Chancellor.

During the summer of 2007 a draft of the new Student Service policies was reviewed by the constituency groups and representatives of the Academic Senate meet with the Chancellor to discuss the proposed new Instructional and Student Service Policies.

The Vice Chancellor of Administrative Services presents the Revised Section Six (Business and Fiscal Affairs) the District Council in preparation for their distribution this fall to the various constituency groups.

Future Plans
- During the fall semester of 2007, the Governing Board will formally adopt the new instructional policies.
- During the fall of 2007, the various district constituency representatives will meet and finalize the updating and reorganization of the Student Service Policies.
- In the spring of 2008, the new Student Service Administrative Policies will be adopted by the board after review by the constituencies.

Exhibits attached and linked unless otherwise noted:
19-C Draft of chapter 4 revisions of SJECCD District Policy Instructional
19-D Draft of chapter 5 revisions of SJECCD District Policy Student Services

Comment [Isk7]: These were changed to C & D because there is already an A & B.
**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)*

**2005 Progress Report (Post March 2004 Progress)**

- The Board has conducted a self-evaluation annually. Nonetheless, the appearance of this recommendation in the report created an additional effort to supplement this evaluation with work on the issue of micromanagement. Cindra Smith facilitated such self-evaluation sessions in May and November of 2004. The Board has already participated in a facilitated Board self-study session on micromanagement as part of self-evaluation. The Board has continued to reflect on the results of this session and is working to apply the new information to their behavior.
- The Board met with Barbara Beno in closed session in spring 2005.
- The Chancellor and Board met in a retreat in August 2005 to further clarify the role of the Board and Chancellor.
- The Board conducted a mid-year self-evaluation with respect to boardsmanship, appropriate closed session processes, and micro-management in September 2005.

**Future Plans**

- As it relates to specific issues, the Chancellor and Board will continuously work on referring appropriate items to the Chancellor.
- Structured opportunities for reflection will be built into the next Board retreat and other opportunities will be provided as needed.

**Exhibits available on site to support this recommendation:**

20-A  Board self-evaluation May and fall sessions 2004, 2005

**Midterm Report 2007 (Post 2005 Activities)**

Additional board retreats were held in 2006 and 2007 and focused on, among other subjects, the self-evaluation of recent board activities.

**Future Plans**

- As it relates to specific issues, the Chancellor and Board will continuously work on referring appropriate items to the Chancellor.
- Structured opportunities for reflection were included in the next Board retreat and other opportunities will be provided as needed.
- The board will continue to self-evaluate on a yearly basis.
Exhibits attached and linked unless otherwise noted:

Cross reference
17-F  2006 and 2007 Board Retreat and Agenda
Progress Report

of

Self-Identified Issues

from

Accreditation Self-Study 2004
Standard I

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

Self-Identified Issue 2004 (Planning Agenda)
Assure that the College Mission Statement is annually reviewed and revised as needed.

Progress Update 2007
Mission Statement was reviewed and modified within the framework of the new Strategic Planning Integrated Planning and Organizational Transformation process in spring 2007.

Standard (I.A.1)
The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Self-Identified Issue 2004 (Planning Agenda)
Assign responsibility and establish a clear process for instituting and eliminating programs based on information such as enrollment data, program reviews, needs assessment, history, market analysis, student surveys, community surveys, and responses to local, state, and national trends.

Progress Update 2007
Research from the Maas Group with a final report in spring 2007 helped the College in looking at community and student data. The Institutional Effectiveness Committee concept was established in fall 2006 and will address the Education Master Plan, Accreditation, and Program Review process. This committee will kick off in fall 2007. In spring 2007, as part of the Strategic Plan, the Commitments to Action on all levels of college were identified. The college’s move to embrace data-driven analysis is reflected in key processes of the college operation such as the New Faculty Request process; budget planning and request process (including the Instructional Equipment request process); Grants Application/Approval Process; Add codes; Shared Governance Process Handbook; program and course revisions; new program, degree, and certificate development; and the development of new partnerships (See Recommendations 1,2,4,5,6,8,).

Standard (I.A.2)
The mission statement is approved by the governing board and published.
Self-Identified Issue 2004 (Planning Agenda)
Assure that the mission statement is posted in every classroom, and that it appears in appropriate college documents, including the college webpage, and in each of the program and division offices.

Progress Update 2007
The mission statement is clearly appearing in college documents including the College Catalog, Student Handbook, and Strategic Plan related material. It is in the process of being posted on the College’s updated website in fall 2007.

Standard (I.A.3)
Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Self-Identified Issue 2004 (Planning Agenda)
The College Council and Strategic Planning Committee should begin a campus-wide review of the current mission statement, in response to recommendations from this self study, to include Student Learning Outcome language.

Progress Update 2007
The College Council led the college in establishing the Mission Statement in spring 2006. The College Council reviewed the purposes of each Shared Governance Committee through the Collaborative Decision Making Handbook in 06-07. In addition, through the College’s new Strategic Plan, the Commitments to Action (CTAs) were identified and included in the Mission Statement section for the 2007-2008 Catalog.

Standard (I.A.4)
The institution’s mission is central to institutional planning and decision-making.

Self-Identified Issues 2004
- Place the mission statement prominently in the Collaborative Decision Making Handbook (A handbook maintained and updated annually by the College Council which describes the role and function of each college standing committee) and other appropriate publications
- Ask each committee to state how their work fits into the mission.
- Tie the budget request process to the college mission.

Progress Update 2007
- The Shared Governance Decision Making Handbook was updated in fall 2007, includes the College Mission Statement as well as the role and function of each college standing committee.
• In revising the Shared Governance Decision Making Handbook, all committees were asked to review and revise, if needed, their mission. Their committee mission and materials were reviewed and approved by the College Council.
• The budget request process was revised in spring 2007 as part of the College’s Strategic Plan; Integrated Planning and Organizational Transformation to establish a clear budget request and development process through the Shared Governance framework. The College Budget Committee reviewed request material that came out of the Public Forum to ensure the relevance to the College Mission and the established priorities and Commitments to Action.

Exhibit:  *Shared Governance Decision Making Handbook.*

**Standard (I.B.1)**

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

**Self-Identified Issue 2004 (Planning Agenda)**

• Develop a process whereby faculty, administration, and Board reach mutual agreement on the best solution for the current lack of Chief Instructional Officer.
• Complete the process of developing student learning outcomes for all programs Develop a process for monthly updating of information posted on the District intranet. Discuss relocating the Office of Research and Planning from the District Office to campus locations.
• Develop on the EVC intranet website a home for documents such as goals, objectives, meeting minutes, meeting agendas, etc. from all college committees and groups.

**Progress Update 2007**

• The College established the position of Vice President for Academic Affairs in fall 2005 and hired a permanent Vice President of Academic Affairs.
• A significant number of SLOs were implemented in courses and programs (See Recommendations 5 and 6).
• The full-time position of college webmaster was funded in fall 2007 from a half-time position to a full-time position that reports to the Director of Marketing and Public Relations. The full-time webmaster is in the process of working to improve the college website in concert with the rest of the branding effort made in fall 2007, as well as the CTAs. The website has been a location where various information and links are posted to provide as much access as possible to the community. Accreditation reports, Strategic Planning process and documents, and new centralized College’s master event calendar are some of the examples of items posted and accessed on the current website.
• The District and the colleges are in the process of reviewing the appropriate function and role of the Office of Research and Planning at the District level. The District’s Office
of Research and Planning was renamed to be the Research and Institutional Effectiveness office that is currently undergoing its restructuring process.

Standard (I.B.2)
The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Self-Identified Issues 2004 (Planning Agenda)
- Develop a comprehensive, institutional process to update and centrally store documents in a systematic way.
- Complete the update of the institution’s educational master plan annually.
- Complete the update of the president’s cabinet goals for the 2003-2004 academic year.
- Organize each year’s strategic plan in relationship to the mission categories.
- State the college mission in grants and create measurable outcomes to fulfill the mission.
- Develop a master list of all documents that should reference the college mission in an effort to increase the use of the college mission in all planning documents and efforts.
- Compile and publish an annual report related to the previous year’s plans, including data where appropriate, linked to measurable stated goals, to determine the progress made and the direction in which to proceed.
- Establish a process to update documents available through the district website in a systematic way.

Progress Update 2007
- Since the new administrative team’s arrival in 2005, the college has made tremendous progress by developing and implementing clear, functional, effective, and transparent institutional processes in various areas working with the Shared governance constituencies. (See Recommendations #1, 2, 3, 4, 5, and 6)
- The College and the District are reviewing some models that will improve and address current limitations and lack of proper functions of the Datatel System.
- The Institutional Effectiveness Committee was established as part of the College’s Strategic Plan in spring 2007. This committee is ready to partake of its responsibilities as of fall 2007 to address the Educational Master Plan, Program Review, and the Accreditation process. Starting with spring 2007, as part of the College’s Strategic Planning process, all levels of the College established their CTAs that are in alignment with the institutional CTA areas of focus: Student Centered, Community Engagement, and Organizational Transformation.
- The CTAs included relevant, measurable, and achievable priorities for the area.
- The College’s Strategic Plan, Integrated Planning and Organizational Transformation, is an ongoing process. The entire College will review its CTAs, assess its success, and alter
and develop new CTAs for the following year based on the Chancellor’s goals and institutional priorities as part of the annual “cascading” process.

- As the college is implementing the priorities and CTAs, an annual report by the College Council will be done.
- In fall 2007, the President has asked each Shared Governance Committee to establish CTAs which will better clarify its roles and responsibilities in the framework of the Institutional goals.

Standard (I.B.3)
The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocations, implementation, and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data.

Self-Identified Issues 2004 (Planning Agenda)

- Involve the Colleges in the District budget process, including the allocation of District resources, in a way satisfactory to the Colleges.
- Expand the charge of the College Council and the Strategic Planning Steering Committee to create yearly objectives with input from the committees and planning bodies in the college and from the program review process.
- Recommendations from program review and other campus sources need to include quantitative and qualitative data and need to be organized around the mission categories of the college.
- Use these yearly objectives in the budget process.
- Organize the objectives around the college mission categories.

Progress Update 2007

- In January 2006, a draft of the process that link the planning and budgeting process of the colleges and the district office, Resource Allocation and Financing Plan, was developed by the Vice Chancellor of Administrative Services. On the College level, the Strategic Plan, Integrated Planning and Organizational Transformation, addresses its clear, transparent, and effective budget planning and allocation process (See Recommendation # 4).
- The College Council has established clear procedures for how committees work with the college community and their constituencies by revising the Collaborative Decision Making Handbook in 2006-07.
- Significant improvement was made in the Program Review process for Student Services. The overall program review process and criteria are being reviewed to be in alignment with the Strategic Plan by the Institutional Effectiveness Committee in fall 2007.
- The budget request and development process are integrated in the institutional Priorities and its CTAs.
- The College’s Priorities and CTAs are reviewed annually and aligned with the College’s Mission Statement. (See recommendations #1, 2, 3, 4, 5, and 6)
Standard (I.B.4)  
*The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

Self-Identified Issues 2004 (Planning Agenda)  
Create a position on campus whose responsibility it is to oversee and assure that the planning processes are integrated, include assessment and are updated annually.

Progress Update 2007  
The College hired key executive leadership positions in 2005-2006 including the President, Vice President for Academic Affairs and Interim Vice President for Student Affairs. The President ensured that the College moved forward with a clear plan and priorities in tact that is in alignment with the Chancellor’s goals. As a result, the Strategic Plan for the college, *Integrated Planning and Organizational Transformation*, was established in spring 2007 which will include the annual review and assessment of the goals set, along with augmentation and/or development of new goals for the following year as part of the cascading process. This Strategic Plan is an integrated plan that will link all levels of CTAs, budget planning, Shared Governance work, employee hiring process, and other key activities of the college. (See Recommendations 1, 2, 3, 4, 5, 6, 10, 11, and 12)

In addition, the College is reviewing the position of the Vice President of Administrative Services.

Exhibit: Job Description of Vice President of Administrative Services.

Standard (I.B.5)  
*The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

Self-Identified Issues 2004 (Planning Agenda)  
- Continue to make information and data widely available through the District Office data warehouse.
- Establish procedures that make it easy to reference documents available in the data warehouse, so that its resources are routinely utilized.
- Identify additional measures of quality that can be quantified and reported to the institution and the community it serves.
- Establish a format and process for including measures of quality that can be used in communicating with the public.
- Continue to enlarge and improve the college website in terms of presenting up-to-date information about the college to the community at large.
Progress Update 2007

- The College made significant improvement in overall communication with the college community. The President provides regular updates on recruitment and hiring, budget forecasts, new initiatives, program information, and relevant state-wide initiatives via e-mail, Professional Development Days, and the “First Thursday” President’s update forum. Most of the information, as relevant, is posted on the College’s website for the College community to access. In addition, newly established Marketing and Community Relations Office will continue its effort in improving the look and functionality of the current website starting in fall 2007; this will help provide easy access to more information.
- The Marketing and Community Relations Office is in the process of establishing a clear protocol and process which the College can use to provide information on the website.
- The Marketing and Community Relations Office produces the In Flight magazine quarterly which is delivered to the Evergreen Community to strengthen the college’s relationship with the surrounding community.
- In terms of quality data and posting of the data, this area is reviewed in two major ways; the possibility of finding tools to significantly improve the current Datatel system, and the reorganization of the District’s Research and Institutional Effectiveness Office. Once these two areas are improved, access to quality data should significantly improve as well.

Standard (I.B.6)

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

Self-Identified Issues 2004 (Planning Agenda)

Reconsider the kinds of information made available to faculty, especially during any program review process or other planning activity. Allow faculty input into the consideration process.

Progress Update 2007

As mentioned in 1.B.2 and 1.b.3, the College’s Strategic Planning and its annual cascading process were established as of 2007. This will continue to ensure the College’s effectiveness of its ongoing planning and resource allocation process. The Institutional Effectiveness Committee which has the representation of the faculty, administration, and staff will be activated in fall 2007 to lead the Accreditation, Program Review, and Educational Master plan for the College in concert with the Strategic Plan.

Standard (I.B.7)

The institution assesses its evaluation mechanism through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.
Self-Identified Issues 2004 (Planning Agenda)
Develop processes that generate ever improving measurable student learning outcomes.

Progress Update 2007
The college has made progress in implementing student learning outcomes in both academic and student services areas as described in the Midterm Report 2007 sections of Recommendations 5 and 6.
Standard II

Standard (II.A.1a)
The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Self-Identified Issues 2004 (Planning Agenda)
- Gather more data and examples of model SLO work as it evolves
- Complete the development of SLO’s for programs.
- The Academic Senate should recommend how and in what location the Office of Research and Planning can best serve the faculty in terms of SLO development and then recommend appropriate changes to district leadership.

Progress Update 2007
- As indicated in recommendations 5 and 6, the College is well on its way to systematically implementing the SLO’s.
- The District Director of Research and Institutional Effectiveness is in the process of identifying effective datasets for the Program Review. The District Office and the colleges, along with the EVC Academic Senate, are engaged in discussions as to the future of the Office of Research and Planning—the roles, functions, and services that the Office will provide.

Standard (II.A.1b)
The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Self-Identified Issues 2004 (Planning Agenda)
- Increase funding, staffing, training and support for innovative modes of instruction
- Continue to equip and update classrooms with multi-media instructional station hardware
- Expand the number of learning communities to include transfer level courses
- Promote the use of media and web-enhanced instruction
- Expand the use of online lab assignments
- Increase online, hybrid and telecourse offerings
- Promote service learning and project-based learning activities
- Direct more and appropriate resources toward college wide faculty websites
- Correct the incompatibility of DATATEL and our Computer Management System
• Assure that all appropriate employees develop websites with links from the EVC homepage
• Provide technical support
• Upgrade classroom computers with faster Internet connections
• Provide wireless connections.

Progress Update 2007

• The Teaching Learning Center (TLC) was established 3 years ago. The budget for the TLC was clearly established in 2005-06 academic year to better meet the purpose of this entity to support and encourage innovative teaching and learning at EVC.
• The TLC continues to work closely with the Vice President of Academic Affairs, Deans, and faculty to provide multiple opportunities and mechanisms for the EVC community to develop innovative modes of instruction that speak to diverse students.
• A comprehensive “modernization” plan is being developed, and it is rolling out to the College in fall 2007. It is a five-year building renovation plan of the four original (25-30 year old) buildings. In this modernization, all classrooms, faculty offices, administrative offices, and some meeting rooms will have basic “face lift” renovations. In addition, all classrooms will become wireless and “smart” classrooms that will increase the use of technology in the classrooms. Consistent with other facility related projects, this plan is clearly communicated to the EVC community, working closely with the Facility and Safety Committee, Campus Technology Committee, the District Facility Office, as well as Campus Technology Services.
• The concept of the Learning Community was placed on hold. In order for the Learning Community model to be truly effective for the student learning and success, the College realized that there needs to be more data-driven information of our students, discussion, analysis, and observation of the best practices to rethink the ways in which we develop the Learning Communities at EVC. This process has begun in concert with the Strategic Plan goals and priorities and the Chancellor’s goals. One of the Institutional CTAs is the expansion of course offerings in Distance Education. Under the leadership of the newly established Division, the Library and Learning Resources Center, telecourses, online and hybrid courses, and web-enhanced courses are being reviewed to enhance their capacity. In this process, the College is being mindful of the diverse student population with their multiple learning styles, access to technology resources, and pedagogical relevance. The college’s full-time Instructional Technology faculty takes a support function to the faculty who need assistance in this area in addition to the role of training faculty with Course Management System related issues.
• The district-wide Course Management System (CMS) Task Force was established under the leadership of the Vice President of Academic Affairs of both colleges in spring 2006. This committee not only institutionalized the CMS and its technical assistance and budget allocation but also ensured that the tools and support for the faculty are available to increase the online and hybrid courses at both colleges.
• We have a faculty member reassigned at .60 FTE to work with our faculty in developing project-based learning activities as well as service learning.
• An active plan to augment the incompatibility of DATATEL and our Computer Management System is being addressed by District ITSS and both college communities.
• The Marketing and Community Relations Office, that includes a full-time webmaster for the college, is in the process of developing a college-wide process employees follow to link/post material on the College’s website. This clear process will assure relevancy, quality, and consistency of the information to be posted on the website.

Standard (II.A.1c)

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

Self-Identified Issues 2004 (Planning Agenda)

• Assure that Learning Outcomes for courses are stated in the approved course outlines and the syllabus of each professor teaching the class.
• Update the Faculty Tool Kit with examples of well-written SLO’s as well as some ideas on how they might be measured.
• Identify and report special program and grant SLO’s to all interested parties.
• Develop SLO’s for all degree and certificate programs.

Progress Update 2007

• The implementation of the SLOs has been consistent and ongoing. As described in Recommendations 5 and 6, the College has made significant progress implementing the SLOs in both academic and student services areas. Each Division office has Course Syllabi from the faculty that includes SLOs.
• Updating of the Faculty Tool Kit has been reconsidered and will look different. As the District’s Research and Institutional Effectiveness (RIE) office moves forward with its restructuring and functionality changes, how each college posts relevant datasets for the faculty and staff will also be reconsidered. The augmentation of Datatel will also provide the College with a better way to provide data sets. Both issues are currently under review.

Standard (II.A.2)

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

Self-Identified Issues 2004 (Planning Agenda)

Consider the development of a community education program.
Progress Update 2007

- The College ensures that the quality and improvement of all instructional courses and programs through multiple methods including the Curriculum Technical Committee, All College Curriculum Committee, Program Review, individual, departmental, and division level of discussion and analysis as part of the CTAs, Course Management System and Campus Technology Committee.
- Two of the College’s Strategic Plan Initiatives; Student Centered and Community Engagement, are looking at community education programs and non-credit course and program offerings to be an option given the student population we serve.
- In addition, the College is engaged in the process of better clarifying roles and responsibilities of the Institute for Business Performance so as to promote effective collaboration with the entity of the District.

Standard (II.A.2a)
The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Self-Identified Issues 2004 (Planning Agenda)

- The ACCC will continue to ensure that all courses and programs include stated SLO’s developed by the faculty members who teach the courses.
- The Academic Senate will address a perceived lack of visionary leadership responsibility in college curriculum and a need for widespread interest in the development of SLO’s.
- The District Office of Research and Planning will develop a process/instrument to measure how well students exiting the college considered that courses and programs fulfilled their stated SLO’s.

Progress Update 2007

- Under the leadership of the All College Curriculum Committee (ACCCC), a significant number of SLOs have been integrated into course outlines. Faculty include SLOs within their syllabus to ensure that it is incorporated in their classroom. (See Recommendation 5)
- The District Office of Research and Institutional Effectiveness (RIE) is under review for reorganization. The College’s Institutional Effectiveness Committee, along with the ACCCC, will work collaboratively with the RIE to coordinate effective tools and process to measure the SLOs.

Standard (II.A.2b)
The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, and programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.
Self-Identified Issues 2004 (Planning Agenda)

- Develop more program level learning outcomes and associated competencies.
- Develop more rubrics at both the course and program levels.
- Use the English composition program as a model for SLO’s and the use of rubrics.
- Develop more ways of tracking students while they are at Evergreen Valley College and after they leave.

Progress Update 2007

- As clearly indicated in Recommendations 5 and 6, EVC has focused on SLO implementation on the program, degree, and certificate level. This effort is clearly articulated in the CTAs as priorities for departments, programs, and services.
- Better tracking of students is incorporated in program and department’s Program Review. As the District ITSS functions improve, this data collection process will also be more accessible and accurate.

Standard (II.A.2d)

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

Self-Identified Issues 2004 (Planning Agenda)

- Increase teaching-related, course-level dialogue.
- Expand learning communities.
- Increase number of telecourses including web supplement.
- Increase number of classes taught in hybrid mode.
- Expand Service Learning opportunities.
- Develop training for faculty members seeking greater understanding of Community Service.

Progress Update 2007

- Over the past two years, the College started to use data to understand student demographics and profiles. With such information, various formats of discussion regarding teaching and learning, as well as pedagogies that promote student success, has occurred on many levels on campus. They are reflected in the activities offered by the Teaching and Learning Center (TLC), Division/program retreats, Professional Development Days, President’s Speaker Series, and the Deans meeting.
- The concept of learning communities is being reviewed to determine how they can be more effective and more student-centered.
- Increasing Distance Education (telecourses, online and hybrid courses) is one of the Strategic Plan initiatives. Under the newly configured structure, Distance Education is placed under the Dean of Library and Learning Resources who will lead the analysis and development of recommended strategies in expanding the capacity of Distance Education.
• The Office of Service Learning has a faculty coordinator at .60 FTE to work on innovative pedagogy that will enhance student learning. The office works closely with faculty to increase creative service learning opportunities for courses, as well as training of faculty, to maximize the benefit of Service Learning.

• Service Learning is valued as an important pedagogy to the point where the Faculty Association contract includes a Professional Recognition Credit when faculty engages in the Service Learning activities.

Standard (II.A.2e)
The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Self-Identified Issues 2004 (Planning Agenda)
Develop more data for faculty to use in the evaluation of courses and programs, especially data about SLO’s.

Progress Update 2007
• The College emphasizes a data-driven analysis and systematic approach to course and program evaluations. Improvements to access of relevant data are under review in conjunction with the District’s Office of Research and Institutional Effectiveness.
• SLO implementation progress and plans for on-going SLO evaluations are included in Recommendations 5 and 6.

Standard (II.A.2f)
The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Self-Identified Issues 2004 (Planning Agenda)
The educational master plans begun by the divisions need to be completed and then revisited on a continuing basis.

Progress Update 2007
• The College launched a successful Strategic Plan: Integrated Planning and Organizational Transformation in spring 2006 which includes clearly identified College initiatives and priorities.
• The Institutional Effectiveness Committee has been assigned to complete an Educational Master Plan in alignment with the Priorities and the Commitments to Action established by the College and each department.
Standard (II.A.2g)
*If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

Self-Identified Issues 2004 (Planning Agenda)
Develop a more aggressive process for sharing the beneficial qualities of this model program in English and ESL composition.

Progress Update 2007
This information has been shared at various college meetings. The discussion also expanded to explore other best practices of departmental course and/or program examinations.

Standard (II.A.2h)
*The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*

Self-Identified Issues 2004 (Planning Agenda)
- Develop a procedure that enables faculty members to uniformly and systematically measure the stated SLO’s.
- The Academic Senate and the deans should jointly agree to a system whereby syllabi are reviewed to ensure that students are precisely aware of expectations.
- Develop common final exams in courses with multiple sections to stimulate faculty interaction in understanding and measuring the SLO’s of a course.
- Modify course outlines to strengthen the link between SLO’s and methods of evaluation.

Progress Update 2007
- The College has committed to the implementation of SLOs to all existing courses, programs, and certificates/degrees. The ACCC has developed a systematic way of encouraging faculty in various divisions to work on this project.
- The Division Deans and faculty work together to come up with a Curriculum Mapping process each semester where they identify courses and programs that need updates to include SLOs, as well as development of new courses and programs.
- Each Division has a binder with all course syllabi that include SLOs.

Standard (II.A.2i)
*The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.*

Self-Identified Issues 2004 (Planning Agenda)
Develop measurements appropriate to each new program SLO as it is developed.
Progress Update 2007
For each new program developed, there is a clearly defined method of evaluation of SLOs.

Standard (II.A.3)
The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog by examining the stated learning outcomes for the course.

Self-Identified Issues 2004 (Planning Agenda)
- Include revised statement of philosophy and any other corrections necessary to reflect focus on student learning outcomes in the next catalog publication.
- Continue to revise and approve new course and program outlines that reflect the new learning outcome requirement (All College Curriculum Committee).

Progress Update 2007
A parallel process for the revision of the District Academic Policies and major Catalog revisions occurred in 2006-2007 academic year. The review and revision of the District Academic Policies occurred in collaboration with the Chancellor; the Presidents, Vice Presidents, and Academic Senate Presidents from both Colleges; the Director of REI; and the Assistant to the Chancellor. These changes were clearly reflected in the EVC Catalog. The Catalog revision process will continue as the district policy review continues.

Standard (II.A.5)
Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Self-Identified Issues 2004 (Planning Agenda)
- Develop an after-graduation survey to determine the employability of the graduates in each vocational area
- Measure long-term success of graduates in each vocational area

Progress Update 2007
- Newly developed vocational programs included an industry survey and environmental scan that informed the college about certain technical and professional competencies. Based on such data, the Division of Business and Workforce Development is in the process of identifying technical and professional competencies per program that will meet employment and other relevant standards.
• The Nursing Program has a clearly established standard for technical and professional competencies that meet employment and BRN applicable standards and prepare students for the Nursing Board Examination.

Standard (II.A.6)
The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

Self-Identified Issues 2004 (Planning Agenda)
• Academic Senate: create a dialogue between faculty members so that they understand why the inclusion of SLO’s in their syllabi is important and helpful.
• Inform faculty members each semester that syllabus templates are now being posted in the district Intranet as a way to provide consistency in the development of faculty syllabi, especially the statement of Student Learning Outcomes.

Progress Update 2007
• As part of the major Catalog revision process, information regarding educational courses, programs, transfer policies, and other student-relevant information are clearly described in the Catalog.
• The TLC and the ACCC have engaged in dialogue with faculty members regarding the importance of SLOs via workshops, meetings, retreats, and presentations.

Standard (II.A.6a)
The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Self-Identified Issues 2004 (Planning Agenda)
• Make lists of required courses in the most popular disciplines.
• Compare EVC course offerings with those in other community colleges.
• Determine whether differences in courses raise transfer issues.
• Educate faculty and staff as transfer issues change.

Progress Update 2007
• Major sheets have been developed and are in the Counseling Office.
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- Counseling is developing comparative course offerings available at various colleges.
- TLC and the Articulation Counselor will begin to provide training spring 2008.

Standard (II.A.6b)
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Self-Identified Issues 2004 (Planning Agenda)
Establish formal timelines and procedures for the elimination of programs, certificates, and courses. The ACCC should draft such a policy for approval by the Academic Senate.

Progress Update 2007
- Division Deans and faculty develop a Curriculum Mapping planning process per semester in alignment with the ACCC timeline. The Curriculum Mapping planning process identifies plans and rationale along with timelines to eliminate programs and program requirements as relevant. Recently, the Nursing Program changed its curriculum in accordance with NANLC recommendations. Students were successfully led through the transition process.
- The Academic Senates of EVC and SJCC along with the Chancellor, College Presidents, and Vice Presidents of both colleges are reviewing and revising the Board’s Academic Affairs and Student Services Policies and Procedures. In the context of reviewing and establishing the procedures, formal timelines and procedures for the elimination of programs, certificates, and courses will be addressed.

Standard (II.A.6c)
The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Self-Identified Issues 2004 (Planning Agenda)
- Hire a full-time web master who is skilled in developing web sites.
- Develop web sites for all faculty members and college offices (Exhibit II.A.6.c-23).

Progress Update 2007
- The College has made a tremendous improvement in terms of communication with students, the campus community, and the public through various venues including the catalog, student handbook, brochures, quarterly newsletter In Flight, the website, and public/community forums.
- A full-time web master was hired summer 2007.
• The Marketing and Community Relations Office is in the process of revising the website so it is consistent with the College’s branding process.

Standard (II.A.7b)

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Self-Identified Issues 2004 (Planning Agenda)

• Include the honesty policy in the EVC Student Handbook.
• The statement in the catalog should be expanded to include more examples of academic dishonesty not immediately apparent from the limited EVC list.

Progress Update 2007

• The Academic Integrity Policy is included in the EVC Student Handbook.
• The Vice President of Student Services is reviewing the contents of the Catalog which includes this item.

Standard (II.B.1)

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

Self-Identified Issues 2004 (Planning Agenda)

The outreach coordinator will work with the Orientation Committee to streamline the orientation program for high school seniors so that there is a more consistent and coordinated effort.

Progress Update 2007

Counseling and Student Services have worked to develop a one-stop registration process where students are enrolled, assessed, oriented, counseled, and registered in classes within a few hours on a single day.

Standard (II.B.2a)

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

Self-Identified Issues 2004 (Planning Agenda)

• Develop a process to review and improve the catalog and perhaps all college “handout” documents.
• Institutionalize the concept and the ability to continually update all “handout” documents in order to reflect changes as they occur.
Progress Update 2007
The catalog and printed schedule production process was completely revamped. Where the production of the Catalog and the printed schedule for both Colleges was previously controlled by the District Office, each College now independently handles its production process with more autonomy to ensure quality and accuracy. During 2006-07, a major effort was led by both the Vice Presidents of Academic Affairs and Student Affairs in collaboration with the Marketing and Community Relations Office, to systematically review and revise the entire Catalog information. The College will continue with this revision process to reflect the District Policy and Procedure as it is reviewed and revised.

Standard (II.B.3)
The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Self-Identified Issues 2004 (Planning Agenda)
- Develop a more formal questionnaire to be given to students during the matriculation process to assess their learning needs prior to seeing a counselor.
- Develop an on-going, follow up plan to track student success.
- Develop a formal process to ensure that students have an educational plan by the time they have completed 15 units at EVC.

Progress Update 2007
- Through the Strategic Planning process; Integrated Planning and Organizational Transformation, significant research data was produced that demonstrated the demographics and profiles of our students. With each department and program CTAs, the assessment of student learning support needs is addressed.
- The library function was expanded to include the Library and Learning Resource Center as of fall 2007. An inclusive assessment process identifying the most effective set up for The Learning Resource Center and the learning support needs of students and faculty, such as self-paced laboratory activities and tutorial programs, are being analyzed.
- Counseling developed an intake form which helps students identify their learning needs. These learning needs are categorized as those which can be addressed on a short-term basis (i.e. drop-in counseling) and those which require a longer time to address (one-hour appointment). This allows students to become more aware of the content that they will learn through their interaction with Counselors.
- The District and the colleges are working with a consultant to create a data portal that will provide a wide array of reports as defined by users. Presentation/demonstrations have been well received and next steps will be taken as soon as the Districts complete the installation of Datatel Release 18 which is in its final stages.
- Currently all Education Plans are manually developed by counselors in various locations (i.e counseling department and special programs); therefore, these are very difficult to track. Some counselors are “electronic plans” that are either home-made or no longer supported. Counseling is currently reviewing electronic planning software (Action Plan-
that everyone supports; this will be requested from the instructional equipment money. This will make it much easier to track Education Plans.

Standard (II.B.3a)

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

Self-Identified Issues 2004 (Planning Agenda)

- Improve the on-line registration system.
- Provide tutoring services to evening and summer students.
- Update information posted on the EVC website on a regular basis.
- Conduct a review of campus safety and accessibility for disabled students in order to ensure access to all areas.

Progress Update 2007

- The registration process now uses an add code system for students to register for classes once classes have begun. The phone registration (StaReg) is available for students, as well as the on-line registration system (WebReg).
- During the regular academic year, tutoring for evening students is available to 6 p.m. There is a plan being reviewed to offer tutoring services for summer students beginning summer 2008.
- The Marketing and Community Relations Office is in the process of upgrading the website to include ongoing updates of information from the campus at large. The centralized Master Calendar of events and activities has been installed in fall 2007.
- Emergency and Disaster Preparedness Training (emergency plans, fire, natural disasters, “shooter on campus”) were provided to the college community, staff, faculty, administrators, and students in Spring 2007 and Fall 2007. The Administration has established an Emergency Response Task Force and the training for the team continues.

Standard (II.B.3b)

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

Self-Identified Issues 2004 (Planning Agenda)

- Increase the number of classroom presentations that help familiarize students with the services and involvement opportunities offered by Student Life.
- Establish a Student Leadership Development Workshop Series.
- Develop an on-going campus tour program for new and potential students.
- Update, revise and maintain an effective student life web page on the EVC website.
- Improve the process of measuring student learning outcomes as they relate to student life programs.
Progress Update 2007

- The Office of Student Life has established a Student Ambassador program, which as of fall 2007, has 11 students that make presentations, visits to high schools, and campus tours.
- The new Director of Student Life is tasked with laying the foundation for a Student Leadership Academy and is currently concentrating on gathering materials and best practices. Leadership workshops will be offered in the spring, with a focus on leadership for equity and social justice.
- The Student Ambassador program works with student outreach in guiding campus tours.
- Under the current initiative led by the Office of Marketing and Public Relations, the student Affairs including Student Life is in the process of updating its web page.
- CTA’s in Student Life reflect all of these priorities.

Standard (II.B.3c)

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

Self-Identified Issues 2004 (Planning Agenda)

- Hire a fulltime Dean of Counseling and Matriculation.
- Identify students through Datatel who have a GPA under 2.0 and students completing less than 50% of all units attempted.
- Place registration holds on students’ records whom fall under Academic & Progress
- Send a letter to all students notifying them of their academic/progress status.
- Develop and implement “Retention Workshops” at various times (i.e. day & evening) for students who are on Academic & Progress Probation, giving students the opportunity to meet with counselor or attend a workshop and have their registration holds removed.
- Assess the learning outcomes of the retention workshops via an evaluation that will be collected after the workshop.
- Conduct Counseling Program Review to determine program strengths and weaknesses.
- Make Counseling more visible by participating in campus events such as: Kicks It Outside, Orientation, classroom visitations and creating advertising for the school newspaper.
- Make counseling accessible to evening and weekend students.

Progress Update 2007

- Student Affairs has made general, significant improvement since 2005. The Vice President of Student Affairs position was established in 2005, a full-time Dean of Counseling and Matriculation was hired in August 2006, and the Dean of Enrollment Services will be hired in spring 2008. In addition, the Student Retention and Matriculation Committee was established in fall 2007. These key personnel and
effective organizational structure enabled the College to address many of the responses
to the self-identified issues articulated in 2004.

- Admission and Records developed a mechanism to identify students whose academic
  standing is at risk. The letter is sent out to students to notify so that they can be
  intervened by relevant staff. Effective spring 2008, there will be multiple sections of the
  guidance courses offered specifically to address those students who are on the
  academic probation.
- A manual Academic Alert program is in place for students in special programs (EOPS,
  DSP, and Groves Scholars). The College will be piloting an Early Alert Program using the
  grades on line feature in Datatel. This will not only facilitate the early alert intervention
  to students in need of academic assistance but will also automate the grading process;
  this is a precursor to having faculty post their final grades on-line.
- The Counseling office has made improvements. As part of the Strategic Plan process,
  the Counseling department has clearly identified CTAs, is actively participated in campus
  events such as Kicks It Outside, is providing one-stop registration process, and is
  connecting with academic departments.
- Counseling has made its services more accessible to students by providing hours in the
  evenings and developed an on-line orientation course in fall 2007. Week-end hours are
  not being considered at this time.

**Standard (II.B.3d)**

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

**Self-Identified Issues 2004 (Planning Agenda)**

- Provide our increasingly diverse student population with a wide range of academic and
  occupational programs to prepare them for a highly competitive global market.
- Provide programs and services aimed at narrowing the wealth/poverty gap that exists
  within our campus community.
- Promote multi-cultural understanding with an inclusive learning and work environment.
- Foster, encourage and support diversity within the curriculum, programs, and services.
- Complete the process of implementing the A.A. degree in Ethnic Studies.
- Establish a closer working relationship between the Office of Diversity and the faculty.

**Progress Update 2007**

- Under the new administration, the College made a clear commitment to equity, social
  justice, and multiculturalism. The philosophy, values, and beliefs relative to the
  commitment are integrated consistently in various publications, communications, and
  college practices such as the Catalog, Printed Schedule, Student Handbook, brochures,
  hiring material and criteria, Administrative Evaluation criteria, and work by the Diversity
  Action Council (DAC).
- One of the College’s CTAs is to develop relevant vocational programs for the College.
  The Chancellor has charged the College to focus on 6 vocational areas to consider
developing. The Division of Business and Workforce Development began addressing this priority by discussing the plan to develop courses, certificates, and degrees in International Business, Small Business, and Entrepreneurship. The Retail Management certificate and degree was approved by the State in spring 2007.

- The Diversity Action Council, under the leadership of the President, has taken a critical role in addressing and implementing important elements for multiculturalism, diversity, equity, social justice, and civility to be practice by the College Community. The District also restructured the former Office of Diversity at each College so that how issues regarding diversity, social justice, and multiculturalism are addressed by the College Community, not led by one “Officer”. The DAC has established its CTA’s to ensure that the institutional commitment remains in the forefront of our day to day life on campus.
- As the College engages in conversation and analysis relative to the diverse students we serve, many new and innovative pedagogy, curriculum and courses have been identified. The A.A. Degree in Ethnic Studies has been successfully established by the faculty in Social Science, Humanities, Arts, and Physical Education.

**Standard (II.B.3e)**

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

**Self-Identified Issues 2004 (Planning Agenda)**

Begin utilization of the computerized assessment and placement program (CAPP).

**Progress Update 2007**

Counseling is using this information when they work with their students.

**Standard (II.B.3f)**

_The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records._

**Self-Identified Issues 2004 (Planning Agenda)**

- Consider filming stored records to free up storage space.
- Consider a vital records swap with a community college in another location, outside of the Bay Area, in order to survive a disaster.
- With new legislation prohibiting the use of Social Security Numbers as student identifiers, the college must develop new procedures to accommodate the new law and ensure accurate student records.
- The District needs to find adequate resources for ITSS in the areas of both personnel and equipment.
Progress Update 2007

- The Admissions and Records Office is requesting document imaging software to digitize all old student records and current forms that are not yet electronic. Hard copy student records could then be stored in a rented facility off campus.
- This is a matter with the District ITSS as to their Emergency and Disaster Preparedness Planning.
- The District and the colleges are using DataTel generated numbers for student IDs.
- The District and the colleges are working on establishing adequate support for the college community.

Standard (II.B.4)

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

Self-Identified Issues 2004 (Planning Agenda)

- Update and modify the Student Services Review Process as appropriate.
- Continue to develop student learning outcomes for the various student services areas.
- Develop a process to ensure that student services areas are utilizing the feedback that they receive from the student services review process to improve programs and services for students.

Progress Update 2007

- Student Services has made significant progress in the way they conduct Program Review. Four Program Reviews were conducted in Student Services including Assessment Services, EOPS, DSP, and Outreach and Recruitment Services.
- The template for program review in Student Services was modified and SLO competencies were identified for each program. (See Recommendation 6)

Standard (II.C.1a)

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

Self-Identified Issues 2004 (Planning Agenda)

- Evaluate adequacy and functionality of Library and lab space.
- Work cooperatively with Media Services, Assistive Technology, and the Disabled Students Program staff to evaluate technology needs for library and labs.
- CTSS, Instructional Technology faculty.
- Request additional faculty librarian positions as budget allows.
• Seek expertise of division faculty in weeding present collection; solicit input for collection development.
• Analyze video collection; increase purchase of materials in DVD format.
• Submit budget proposals for an increase to base budget for book materials.
• Integrate lab needs as resources allow.

Progress Update 2007

The new Division of Library and Learning Resources was established in fall 2007 and is led by a new Dean. The newly configured organizational structure includes Library, Distance Education (telecourses, online, hybrid, @One Program), special pedagogy programs (Service Learning, Honors Program, Learning Community), and the Learning Resource Center which includes the tutoring program. This Division responded to the self-identified issues articulated in 2004.
• A new Library and Educational Technology building was completed and occupied in June 2004.
• A fourth tenure-track faculty (librarian) was hired in the 2007-08 academic year. The librarians have established a liaison program with each division as of fall 2005. Communications between the liaison and the division have been established to ensure currency of the collection. In addition, there is librarian representation on the Curriculum Committee.
• The library is purchasing video materials in DVD format.
• The Library budget, in concert with the College’s integrated budget development and planning process, has been clearly established.
• A centralized Learning Resources Center is being developed in the 2nd floor of the Library and Educational Technology Center. The integration of labs, student-centered Learning Resource Center activities, and its relationship with the existing discipline-based labs and tutorial programs are being reviewed.

Standard (II.C.1b)

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

Self-Identified Issues 2004 (Planning Agenda)
• Request an Information Competency Librarian position.
• Work collaboratively with faculty to improve information competency training for students.
• “Market” information competency training to faculty
• Maintain a dynamic, up-to-date web presence for both library and labs.
• Encourage each lab to compile all their handouts into a single packet.
• Encourage each lab to develop and maintain a web presence.

Progress Update 2007
• A librarian was hired in summer 2005 with the Information Competency skills.
Faculty is encouraged to bring their classes to the library for the Library Orientation, so the students are given training in using the library.

- The library liaison communicates information to each division and faculty and vice versa.
- The website is revised under the new direction led by the Marketing and Community Relations Office.
- Per Standard II.C.1b, the laboratory activities and configurations are under review in conjunction with the development of the new centralized Learning Center. Respective Laboratories will produce CTAs within the framework of the Strategic Plan to address effective and quality instructional material that are student centered.

**Standard (II.C.1c)**

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

**Self-Identified Issues 2004 (Planning Agenda)**

- Review Saturday hours; increase hours as budget allows.
- Request an Information Competency Librarian position.

**Progress Update 2007**

- The Library has made progress since 2005. Under the new organizational structure, led by the Dean of Library and Learning Resources hired in fall 2007, continued improvements are expected in the Library operations.
- As part of the Library’s CTAs, the service hours and staffing have been addressed. A tenure-track faculty for the Library was hired for 2007-08 academic year.

**Standard (II.C.1d)**

*The Institution provides effective maintenance and security for its library and other learning support services.*

**Self-Identified Issues 2004 (Planning Agenda)**

- Review emergency procedures after move to new facility; revise as needed.
- Clearly post emergency exits in new facility.

**Progress Update 2007**

The College began the training for Emergency Preparedness in fall 2007. As part of this effort, staff and faculty in the Library and Educational Technology Center building will undergo a series of mandatory training sessions regarding Emergency Preparedness.

- With the new facility, emergency procedures have been revised as of summer 2004 specific to the Library and Educational Technology Building.
- Emergency Exits in the new Learning Center facility are clearly posted.
Standard (II.C.2)

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

Self-Identified Issues 2004 (Planning Agenda)

- Develop a way to stay on schedule for annual summaries and tri-annual full program reviews.
- Develop and administer library-specific student satisfaction surveys on a semester basis.
- Develop and administer pre/post information competency student surveys.
- Formally document faculty satisfaction of information competency sessions; solicit suggestions for improvement.

Progress Update 2007

As part of the Strategic Plan, Integrated Planning and Organizational Transformation, the Library has developed its clearly identified CTAs that responds to the self-identified issues articulated in 2004.

- The Library completed its Program Review in 2006 which is posted on the Library website.
- The surveys were developed and completed through the Shared Governance process in fall 2007
- Surveys are conducted in the classes that students take for Information Competency.
- This process is under review by the Library Services.
Standard III

Standard (III.A.1a)

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Self-Identified Issues 2004 (Planning Agenda)

Find ways to advertise sooner in more diverse publications.

Progress Update 2007

- The College has made significant improvements in the recruitment, selection, hiring, and evaluation process of the employees. While this is still an ongoing process, the following activities have occurred to address self identified issues in 2004:
  - All Administrators’ job descriptions were updated in consultation with a consultant in 2006.
  - Administrative evaluations with new criteria including cultural competencies was developed and administered in fall 2007.
  - A data-driven and inclusive process for new faculty requests was developed and implemented.
  - As for the recruitment of qualified administrators, faculty, and staff, the College in conjunction with the District’s HR participated in Job Fairs, conferences, regional meetings, and other professional organizations.
  - Each hiring committee developed a job description that clearly articulated the college’s Mission, philosophy, and values, as well as the position responsibilities, qualifications, and desired qualities.
  - The initial presentation of our marketing campaign was unveiled to the campus community on October 4, 2007 showing the improvements in advertising the College through diverse means.

Standard (III.A.1b)

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.
Self-Identified Issues 2004 (Planning Agenda)

- Institute department mentors for adjunct faculty members (Exhibit III.A.1.b-3).
- Establish a protocol to gather comments/suggestions, evaluate the information gathered, and take appropriate action.
- Provide student evaluation (of faculty) forms in multiple languages.
- Design additional student evaluation form for lab settings.

Progress Update 2007

- Overall, the College made progress on the evaluation process for administration, faculty, and staff.
- The Tenure Review process, schedule, and committee members are clearly identified per Division.
- Evaluations for new adjunct faculty are held in a timely manner.
- While the progress is being made, there is a need to streamline and develop clear schedule for SRP faculty and regular faculty evaluations.
- Each Division identifies mentors for adjunct faculty as best as they can.
- A comprehensive administrative evaluation processes have been developed including the cultural competency assessment. In addition to the evaluation by the direct supervisor, this includes feedback from supervisees, administrators, faculty, and classified staff with whom the evaluatee works closely.
- As far as providing student evaluation in multiple languages, the discussion has not occurred to the point where the action can be taken. Ongoing discussion will continue.
- Adding different methods of evaluation of faculty such as laboratories, online/hybrid, television courses, etc. will have to be carefully reviewed and discussed with relevant constituencies including the Faculty Association.

Standard (III.A.1d)

*The institution upholds a written code of professional ethics for all of its personnel.*

Self-Identified Issues 2004 (Planning Agenda)

Complete the process of developing a code of ethics in a way that is meaningful and appropriate for all.

Progress Update 2007

The code of ethics are developed, and placed in Board Policies which may be accessed online.

Standard (III.A.2)

*The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.*
Self-Identified Issues 2004 (Planning Agenda)

- Conduct District Administrative Mapping process as required by the Accreditation Commission.
- Develop a long-term staffing plan.
- Resolve the problem of a too-flat organizational structure (nobody between Deans and President, etc.).
- Educate faculty and staff members in the importance of their participation in committee work.

Progress Update 2007

- A tremendous amount of progress has been made since 2004. A comprehensive report on this issue is discussed in Recommendation #3.
- Since fall 2004, the College has been engaged in a reorganization process that clearly defines and delineates the functions and responsibilities of each administrator including the positions of Vice President of Academic Affairs, the Vice President of Student Services, Dean of Library and Learning Resource, and the Dean of Enrollment Services.
- The Shared Governance Decision-Making Handbook was revised May 2007 and is being shared with faculty, classified staff, students, and administrators to clearly understand the charge, responsibilities, and connection to the Institutional Priorities defined in the Strategic Plan.

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

Self-Identified Issues 2004 (Planning Agenda)

Clarify responsibilities for Equal Employment Opportunity (EEO) duties.

Progress Update 2007

An Equal Employment Opportunity Committee, comprised of faculty, classified staff, and administrators from both colleges and District, is working on establishing an Equal Employment Opportunity Plan. This Plan will be submitted to the shared governance process on both campuses in the 2007-08 academic year.

Standard (III.A.4)
The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.
Self-Identified Issues 2004 (Planning Agenda)

- Align the college recruitment/hiring policies and procedures with the new district and EEO guidelines through the appropriate and established collaborative decision making processes.
- Expand recruitment effort through additional funding, e.g. reassigned time.
- Involve faculty in recruitment for faculty.
- Involve the entire college in seeking ways to increase diversity of employees.
- Develop a plan for periodic, college-wide dialogue on the “State of Diversity at EVC”.
- Recommend that academic diversity (hiring from a wide number of colleges and universities) be considered in recruitment and hiring.

Progress Update 2007

- Since 2005, the College’s priorities are clearly defined to honor and value equity, diversity, and social justice on all levels. Such priorities are not to be led by a position or a person but it is a value and commitment carried and lived by each employee on campus.
- The EEO Plan and guidelines are being established by the District and the colleges. (check for accuracy)
- The Diversity Action Council (DAC) was reactivated under the leadership of the President in 2005. DAC ensures that the College continues to address ways to increase equity, access, multicultural values, and the diversity.
- In concert with the District’s HR, the College has made an intentional and active effort to recruit well-qualified candidates who share the vision, philosophy, and value of the College/district.
- The College and the District participated in the job fairs, professional conferences, national and regional meetings, and other professional organizations to actively recruit candidates.

Standard (III.A.4a)

*The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

Self-Identified Issues 2004 (Planning Agenda)

- Develop a safe environment in which diversity may be discussed.
- Provide resources to help employees increase their diversity competence.

Progress Update 2007

- The Diversity Action Council, DAC, is the forum by which a safe environment is promoted for ongoing discussion of equity, access, multiculturalism, campus issues, and concerns.
- The DAC is working on training and assisting the campus to be culturally competent.
- The DAC has plans for a multi-cultural center providing resources for the staff.
Standard (III.A.4b)

*The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Self-Identified Issues 2004 (Planning Agenda)

- Break down hiring data to determine how each department/program is doing relative to diversity.
- Better use data about the retention of diverse faculty.
- Create a recruitment / search committee to help find more diverse applicants according to Board policy adopted March 2003 on Recruitment Hiring.

Progress Update 2007

- In the District hiring document, “Screening Committee Orientation”, the adverse impact checking process is identified to ensure that the make-up of the screening committee and a pool of candidates are diverse.
- Every year, when the new faculty position request process occurs, there is an analysis of diversity of the faculty on the department, division, and the institutional level to ensure the College recruits diverse faculty in relevant areas.

Standard (III.A.5)

*The institution provides all personnel with appropriate opportunities for continued professional development, consistent with institutional mission and based on identified teaching and learning needs.*

Self-Identified Issues 2004 (Planning Agenda)

- Staff Development committee to allow greater leeway in accepting independent faculty projects.
- PRC committee to allow already completed (after hire date) activities to count toward professional development (negotiable).
- Allow Tenure Review Committees and Evaluation Committees for already tenured faculty to determine appropriate professional development activities.
- Develop a classified version of TLC to provide greater training opportunities.
- Institute pay increases for classified staff learning additional degrees (negotiable).

Progress Update 2007

- Funds for professional development have been clearly established since 2005 to support faculty, staff, and administrators for their professional growth.
- Staff Development committee received state funds in 2006-2007 year with an additional funding support from the Chancellor for faculty and staff professional development.
- Funds were identified for administrators to participate in their professional activities.
- The Teaching Learning Center focus is primarily on teaching and learning; however, it is open to all persons on the EVC campus – faculty, classified staff, and administrators.
• Various workshops, presentations, and training that are relevant to the campus have been offered through the TLC.
• The College collaborates with @One Program to provide technology related trainings for faculty, staff, and administrators.

**Standard (III.A.5a)**

*The institution plans professional development activities to meet the needs of its personnel.*

**Self-Identified Issues 2004 (Planning Agenda)**

- Clarify the roles of the SDC and the TLC.
- Allow more faculty and classified input into the planning for the Professional Development Day (PDD).
- Allow faculty to opt out of PDD activities if they have an SDC approved off-site conference, seminar, work or independent project proposal.
- Increase publicity for TLC and SDC offerings and activities.

**Progress Update 2007**

- The Teaching Learning Center and the Staff Development Committee roles and responsibilities were clearly delineated in 2006-2007.
- The Staff Development Committee, consisting of faculty and classified staff members, solicit wide range of ideas for the PDD.
- The alternative professional development activities approval process is indicated in the Faculty Contract, Article 11.7.
- The Staff Development Committee and the Teaching Learning Center send out emails, promotional flyers, and a booklet of PDD activities.
- Newly implemented centralized Master Event Calendar will list activities and information from both groups.

**Standard (III.A.5b)**

*With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

**Self-Identified Issues 2004 (Planning Agenda)**

Connect and evaluate SDC and TLC activities and offerings to SLO’s and the college mission.

**Progress Update 2007**

- As part of the Strategic Plan, the Staff Development Committee and the Teaching Learning Center developed CTAs that align with the College’s Initiatives and Priorities. The cascading process will provide an opportunity to assess its priorities.
- Each event offered by the Staff Development Committee and the Teaching and Learning Center provides an evaluation opportunity from the participants.
Standard (III.A.6)
*Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

Self-Identified Issues 2004 (Planning Agenda)
- Establish a college-wide personnel needs assessment process in order to meet the needs of the students we serve, including an analysis of current workforce.
- Include the community in the process.
- Use internal knowledge base rather than hire outside consultants and speakers.
- Develop an evaluation process that allows everyone to provide input into the evaluation of senior administrators.

Progress Update 2007
- As the College engaged in re-organization process, discussion, analysis, and feedback mechanisms were provided to the relevant constituencies to determine appropriate staffing needs.
- A systematic and data-driven New Faculty Request process is in place where the needs for new faculty are identified.
- A comprehensive Administrative Evaluation Process has been redeveloped and implemented in spring 2007.

Standard (III.B)
*Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

Self-Identified Issues 2004 (Planning Agenda)
- Re-establish the Facilities Committee under the administration of a (reassigned time) faculty chair.
- Explore options for creating appropriate classroom space to meet student needs.
- Assign a specific dean or other administrator as manager of each building.
- Assign an appropriate staff member as safety officer for each building.
- Study the feasibility of removing the racquet ball courts building.
- Relocate reprographics to larger, safer quarters with more natural light and adequate air circulation.
- Further upgrade and upkeep the older classrooms in older buildings.
- Provide the Maintenance department with adequate facilities at EVC.
- Set up an intranet system to book all facilities on campus, including classrooms and meeting rooms.
Progress Update 2007

- Major progress has been made since 2004. The facility planning has been integrated in the program needs and financing plan as part of the Strategic Plan. A 12 year outstanding project, the Visual and Performing Arts Center, was successfully delivered which celebrated the groundbreaking in October 2007.
- The Facilities/Safety Committee has been re-established.
- The modernization Plan that addresses remodeling and technology upgrades for 4 major buildings starting in fall 2007. The project planning will involve input from administrators, faculty, classified staff, and students.
- The Campus Emergency and Disaster Preparedness Plan will set up an Emergency/Disaster Response Team that will assign duties and responsibilities.
- Physical Education and Athletic faculty and staff have developed a 10-year Educational/Facilities plan in spring 2006. Under the leadership of the new Interim Director of PE and Athletics, the plan will be reviewed in fall 2007, prioritized in concert with the institutional priorities, and recommendations will be made.
- Reprographics have been moved to larger, safer quarters with more natural light and adequate air circulation.
- The Maintenance and Custodial Departments are a valued component of the District and College and in keeping with the Mission Statement of the District and the College regular meetings are held with the teams, Chancellor and President to discuss activities and concerns.
- The facility and events committee has developed a clear process for reserving rooms for non-instructional purposes. The process is continually reviewed to make improvements especially for external groups renting facilities.

Standard (III.B.1)
The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Self-Identified Issues 2004 (Planning Agenda)

- Reinstate practice and training for evacuation procedures, including safety officers.
- Complete Phase II of the Sally Swanson ADA plan, utilizing funds available from Measure I or request funds for this much needed upgrade in the future.
- Complete the recommendation of the Facilities Committee to replace all blackout drapes in classrooms with operable metal blinds.
- Address lighting issues on campus.

Progress Update 2007

- The District Administration Team participated in one day comprehensive training for the Emergency and Disaster Preparedness Plan. More training is planned for the college community.
The Student Services building renovation was successfully completed in spring 2006 that addressed the ADA compliance. The Modernization Project will include upgrades for ADA improvements, upgrading of classrooms and the technology.

The College with the District is addressing lighting issues on campus especially night lighting levels.

Standard (III.B.1a)
The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Self-Identified Issues 2004 (Planning Agenda)

- Resolve all temperature control problems.
- Modify and correct all exterior lighting concerns.
- Readdress campus signage.
- Study the lake to clean and improve its problems including the problem of year round residence of seasonal wild fowl.

Progress Update 2007

- The College is making strategic plans for the building, maintaining, and upgrading physical resources on campus. Instead of building a new building with classrooms, the College decided to remodel four original buildings (25-30 years old). This Modernization project will address upgrades of classrooms, faculty and staff offices, meeting rooms, and technology that are in alignment with the College’s growth and focus. Most of the issues addressed in 2004 will be folded into this project.
- The exterior lighting problems are being addressed as part of the Emergency/Disaster Preparedness Plan; a safety review was made of the campus as to lighting levels during the night hours.
- There are new and better signs in front of buildings as well as building maps for room locations.
- Power washing of the external walks and buildings occurred in summer 2007 for the first time in the College’s history.

Standard (III.B.1b)
The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Self-Identified Issues 2004 (Planning Agenda)

- Create a path form with check offs for quick response on equipment and parking for handicapped persons
- Follow through on Phase II of the Sally Swanson report to complete ADA requirements on all older buildings on campus i.e. Roble, Acacia, and Cedro.
• Comply with California State code 508, (Electronic and Infrastructure Technology Accessibility).

Progress Update 2007

• The District Police and the Disabled Students Program will work on this matter to create an easier method for staff and students to acquire parking permits.
• The modernization process of four buildings will address issues regarding ADA and code 508.

Standard (III.B.2)

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Self-Identified Issues 2004 (Planning Agenda)

• Consolidate all inventories of facilities and equipment into one database to be available to administration and committees for planning purposes.
• Reinstitute the campus Facilities Committee.

Progress Update 2007

• Under the leadership of the Supervisor of Campus Technology Services (CTSS), the prototype for developing an inventory of all equipment on campus was developed. The inventory will be completed in fall 2007. The inventory data will inform the College the cost of maintenance, and future cost of ownership which will be integrated in the budget planning process moving forward.
• The College Facilities/Safety Committee is a standing committee and is a part of the shared governance process.

Standard (III.B.2a)

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Self-Identified Issues 2004 (Planning Agenda)

• Add new maintenance and custodial personnel for new buildings.
• Add new media technicians to support new electronic equipment and devices.

Progress Update 2007

As the College engages in building the new building or renovating existing buildings, there is a plan to ensure that the maintenance and the total cost of ownership are included in the plan.
Standard (III.B.2b)

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Self-Identified Issues 2004 (Planning Agenda)

- Complete the Facilities Committee recommendations from 2000, for interior and exterior upgrades, involving the Strategic Planning Committee, College Council and the President’s Cabinet.
- Fund and complete Exterior Committee Priority One recommendation (relating to area between fountain and top of hill including outdoor classroom and memorial grove area).
- Complete installation of seating around campus grounds.

Progress Update 2007

- The College’s Strategic Plan, Integrated Planning and Organizational transformation, integrates physical resource planning and the budget planning process.
- Student Services building renovation completed in spring 2006
- Amphitheater renovations were completed in spring 2007.
- The power washing of the floors and the external buildings occurred in summer 2007.
- The Visual and Performance Center broke ground in October 2007.

Standard (III.C.1a)

Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

Self-Identified Issues 2004 (Planning Agenda)

- Provide current contact numbers and e-mail address of technical support staff.
- Provide one-on-one orientation sessions for new faculty and staff members at the start of each semester as requested.
- Maintain a Technology Infrastructure Plan as part “B” of Campus Technology Plan.
- Identify all areas that are not up to current Infrastructure Plan standards.
- Ensure that all remodeling/new construction includes provisions for upgrading existing networks and hardware to the current standards.
- Utilize Library/Technology building CD as planning guide.
- Finish plan for campus cable access.
- Identify cable head-end equipment for new technology building.
- Develop procedures for proposed grant sign-off on campus.
- Include technology support staffing in all grants if grant is technology related.
- Ensure technologically qualified personnel are hired to fill positions.
- Review server functionality, use, and data backup procedures.
- Develop a replacement plan to meet current and future requirements for technology.
Progress Update 2007
There has been an improvement made in the area of Technology services both on the College and on the District level. The better communication and collaborative work format have been established between the College(s) and the District on key projects. The work continues to address ITSS functionality at the District office. The College hired a Supervisor for the Campus Technology Support Services (CTSS) which functions have been clearly identified and many of the issues identified in 2004 have been addressed.

- The CTSS established processes for checking out equipments and requests for technical assistance. In addition, the CTSS recommends the type of equipments to purchase so as to keep compatibility of the equipments on campus.
- CTSS and ITSS have addressed issues regarding multiple equipment and server related issues identified in self-identified issues in 2004.
- The District’s Technology Committee has been established to discuss Technology plan and the infrastructure for the district (See Recommendation # 12)
- The College’s Strategic Plan: Integrated Planning and Organizational Transformation integrates instructional, facility-related, and technology and equipment related plans with the budget planning. With the College-wide equipment inventory completed in fall 2007, the total cost of ownership for various parts of the campus will be identified.

Standard (III.C.1b)
The college provides quality training in the effective application of its information technology to students and personnel.

Self-Identified Issues 2004 (Planning Agenda)
- Utilize a “team” approach to setting up and breaking down a computer classroom that will be used for Windows 2000 training. Identify a minimum of one person from each activity that will be partaking in the training to accomplish the setup and tear down functions.
- Identify training source and cost for specialized training.
- Request funding, utilizing HR technical training funds.
- Focus campus training programs on topics that faculty and staff are faced with each day.
- Utilize IID days for additional in-service training.
- Request an additional position of “Senior Network Technician”, responsible for server administration and network monitoring.
- Ensure that appropriate technology skills needed for new faculty and staff positions are included in the job descriptions.

Progress Update 2007
- With the change of focus of the College Technology Committee (CTC) to address more meaningful and relevant issues of the campus, the technology training for the campus is on the committee’s agenda to be discussed.
The College provides effective technology training in collaboration with the @One program. The Employees have an opportunity to enroll in the Winter Institutes and access other available training sessions offered by @One program.

There have been workshops and training on wide-range of technology training for the employees as part of the Professional Development Day activities.

The Instructional Technologist, as part of the Course Management System Task Force group, has offered courses, as well as training on the WebCT CE6.

Excel, Microsoft, and Power Point workshops will be held for the classified staff on November 13, 2007 where there is no instruction held.

Computer competency standard will need to be clearly identified particularly for the classified positions.

Students have access to various computer courses, both lecture and self-paced, to obtain necessary training.

The Learning Resource Center will be set up in the Library and Educational Technology building in spring 2008 which will provide vast opportunities for students and faculty to conduct effective instructional activities including technology training.

In the Library and Educational Technology building, faculty has access to use computerized classrooms to conduct their classes.

Standard (III.C.1c)

The institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Self-Identified Issues 2004 (Planning Agenda)

- Identify and assess the age, number and adequacy of technology for all instructional support equipment.
- Establish a systematic replacement of equipment as a priority in the development of Capital Outlay lists each year, and per the Tech II planning document.
- Plan technology purchases based on an upgrade rotation plan that is supported by the college budget process.
- Create a new budget line item for the upgrade of campus technology equipment.
- Provide dedicated funding for the upgrade, maintenance and support of campus technology equipment through the campus budget process.
- Develop position description and request funding for a new technical support position.
- Recommend a change to the CTC charge to include:
  - Review of grant funded technology equipment requests
  - Review of new/remodeling building technology equipment requests.

Progress Update 2007

- Supervisor of Campus Technology Support Services (CTSS) developed a prototype of equipment inventory system which will be completed in fall 2007. This information enables the College to analyze the equipment deployment and upgrade needs and develop systematic plan for future upgrades. In addition, this plan will be integrated in
the budget planning process as part of the College’s Strategic Planning process to secure
ongoing funds.
• There is a clear process established for the Instructional Equipment request for the
College
• The CTSS has developed a deployment and renewal standard within the College to
address equipment upgrade needs.
• The College integrated the facility renovation and new facility building process with the
equipment needs early on by bringing CTSS staff, as well as relevant consultant per
projects to project technology needs.
• All renovated and new buildings will have wireless capacity, VOIP, and smart classroom
capacity.

Standard (III.C.1d)
The distribution and utilization of technology resources support the development,
maintenance and enhancement of its programs and services.

Self-Identified Issues 2004 (Planning Agenda)
• Institute multi-media equipment training for faculty.
• Seek solutions for additional funding for technology.

Progress Update 2007
• Instructional Technology faculty provides training to faculty and staff on technology
matters.
• The College has effectively allocated the instructional equipment funds, TTIP funds, and
relevant bond money for funding of technology.

Standard (III.C.2)
Institution systematically assesses the effective use of technology resources and uses the
results of evaluation as the basis of improvement.

Self-Identified Issues 2004 (Planning Agenda)
Implement Technology Plan.

Progress Update 2007
• The District’s Technology Committee will review both College’s Technology Plan to
create better alignment. This committee, along with the College’s Technology
Committee (CTC) will review and address systematic assessment of the effective use of
technology resources.
• Under the leadership of the Dean of Library and Learning Resources, the Distance
Education team (Instructional Technology, Telecourses, @One) is in the process of
assessing the effective use of technology resources. In addition, the CTSS, from the
technical perspective, is also engaging in the assessment of the effective use of the technology resources.

Standard (III.D)

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

Self-Identified Issues 2004 (Planning Agenda)
Develop and require a new, inclusive District resource distribution process.

Progress Update 2007
- The District and the College made a significant progress in budget allocation and management processes. (See Recommendation #4)
- The District developed a Resource Allocation and Financing Plan
- The College developed a budget development process as part of the Strategic Planning process, *Integrated Planning and Organizational Transformation* which includes inclusive and transparent open forum process.

Standard (III.D.1a)

*Financial planning is integrated with and supports all institutional planning.*

Self-Identified Issues 2004 (Planning Agenda)
Seek to gain a college voice in how total district resources are allocated.

Progress Update 2007
(See Standard III.D above)

Standard (III.D.1b)

*Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Self-Identified Issues 2004 (Planning Agenda)
- Research additional funding: federal and state grants, service reimbursement partnerships, etc.
- Advocate for increased access to personnel/payroll expense information for budget planning.
Progress Update 2007
With the District’s Resource Allocation and Financing Model and the College’s Strategic Plan; Integrated Planning and Organizational Transformation in place, the College has a clear and transparent way of developing budget. The Commitment To Action (CTA)s for each of the three initiatives that each department, Division, program and services developed include process to plan fiscal and human resources.

Standard (III.D.1c)
*When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

Self-Identified Issues 2004 (Planning Agenda)
Encourage the Board of Trustees to involve College participation in Resource Allocation decisions.

Progress Update 2007
The District’s Resource Allocation and Financing Model requires budget management to be placed at each College. As mentioned in Standard III.D above, the College’s Strategic Plan systematically allows the campus community to reflect on both short-range and long-range priorities including the financial priorities.

Standard (III.D.1d)
*The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

Self-Identified Issues 2004 (Planning Agenda)
- Hire a permanent College Director of Finance.
- District help the college make sound financial decisions by more widely disseminating dependable and timely financial information.

Progress Update 2007
- There is a proposal to hire a Vice President of Administrative Services to handle the increased responsibilities of the college budget process.
- New District Budget Process will give the College more responsibility in and accountability for its allocation of resources.

Standard (III.D.2c)
The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.
Self-Identified Issues 2004 (Planning Agenda)

- Monitor the impact of the current state budget crisis on our College and its student learning outcomes.
- Participate in the District/College budget-making process to minimize adverse effects.

Progress Update 2007

- The College Administration and the Academic Senate have been and will continue to monitor the state budget to determine and plan for its effects on the College budget and SLOs.
- The new District Budget mandates that the college will determine their budget allocations and expenditures.

Standard (III.D.2d)

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Self-Identified Issues 2004 (Planning Agenda)

- Even when not funded, annual resource priorities should be developed by the Strategic Planning Committee with amounts required to fund each priority listed.
- Managers to include budget information and planning as part of their meetings so employees are well-informed and can participate in the budget process as appropriate.

Progress Update 2007

- The College’s Priorities and CTAs have been developed on a college-wide basis, and each department developed and maintains its own CTAs.
- A new budget model will be implemented as the College is given more control and responsibilities over its own budget.

Standard (III.D.2e)

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Self-Identified Issues 2004 (Planning Agenda)

Complete a summary evaluation of the Office of Development.

Progress Update 2007

Office of Development has been eliminated.
Standard (III.D.2f)

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Self-Identified Issues 2004 (Planning Agenda)

- District should allow the College to participate in the decision-making process for any external contract for educational programs for which the College offers instructional credit, e.g., programs of the Institute for Business Performance.
- Develop a formula by which the College is compensated for services it supplies for District contracts for use of its facilities, staff and other services.

Progress Update 2007

- The College and the Academic Senate will maintain academic integrity over instructional credit that is granted in EVC’s name.
- The District and the College will determine the compensation for use of the College’s facilities, staff, and other services.

Standard (III.D.2g)

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Self-Identified Issues 2004 (Planning Agenda)

Develop new campus-focus meetings that include a discussion of fiscal planning.

Progress Update 2007

The College Budget Committee’s meetings are open to the campus community.

Standard (III.D.3)

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Self-Identified Issues 2004 (Planning Agenda)

Develop a formalized, systematic College-wide process to measure the effective use of financial resources.

Progress Update 2007

The Director of Administrative Services and the College Budget Committee will develop a formalized, systematic College-wide process to measure the effective use of financial resources.
Standard IV

Standard (IV.A.1)
Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Self-Identified Issues 2004 (Planning Agenda)

- Enhance efforts to use collaborative decision making in all areas and with all constituencies, even during off times. Practices currently employed:
- Systematically use the Educational Master Plan and program review information and recommendations to make hiring and funding allocation decisions.
- Create continued interest and involvement in the Strategic Planning Process by using the plan on a regular basis at every level.

Progress Update 2007

- The College has made significant progress positively shifting the organization’s culture. The culture now reflects institutional values of employee empowerment, innovation, and excellence. The College instituted various open and transparent communication mechanisms for information exchange and updates, celebratory activities that recognize and appreciate employees, and events that promote educational innovation. The College practices effective shared governance process where communication is open and transparent with public agendas, open meetings, public minutes, and membership by representatives of faculty, administration, classified staff, and students.
- The Institutional Effectiveness Committee has the responsibility to oversee the Program Review Process, develop the Educational Master Plan, and manage the Accreditation process.
- The College successfully instituted the Strategic planning process; Integrated Planning and Organizational Transformation where the College’s Priorities and CTAs are clearly articulated. The ongoing “cascading” process will ensure the continual review at all levels of the college with a forum and process for making modifications, suggestions, and additions.

Standard (IV, A.2):
The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.
Self-Identified Issues 2004 (Planning Agenda)

- Appoint new committee members in May to ease confusion during the start of the next academic year.
- Elect all officers for the next academic year, wherever possible, in May.
- Assure that all policies are up-to-date and available as hard copy in the President’s office and online on our Intranet.
- The College Council should:
  - Revise and republish the *EVC Collaborative Decision Making Handbook* at the beginning of each school year; this should be a high priority.
  - Determine and distribute hard copies to appropriate locations and personnel on campus. Place on intranet.
- Improve campus communication, especially as it relates to governance.

Progress Update 2007

The College has made a significant improvement on the shared governance practice since 2004. With the arrival of new administration and the Executive-level leadership positions intact as of 2005, the college moved from committee-based decision making to effective decision making through the shared governance structure. In collaboration with SJCC and the District, the SJECCD Board Policy review process began in 2006. This effort continues to ensure that Board Policy is updated, and the procedures are reviewed and revised to be effective in delivering the policies.

- Each Division engages in discussion for selecting the representatives for various constituency groups. The EVC Academic Senate endorsed faculty members to committees in May to serve in the following academic year.
- The Board Policy revisions of Chapters 1 and 2 are completed. Chapter 4 and 5 revisions will be completed in fall 2007.
- The revision and update of the *Shared Governance Handbook* was completed fall 2007.
- The EVC President has started ‘First Thursdays’ monthly meetings to communicate with the campus. The EVC newsletter—*In Flight*—is sent to campus personnel and the community at large.

Standard (IV.A.2.a)

*Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

Self-Identified Issues 2004 (Planning Agenda)

- Encourage supervisors to allow more voluntary staff participation on committees and senates.
- Academic Senate and Faculty Association (FA) work together to increase faculty willingness to serve on committees and councils.
- Recognize classified staff participation on committees and senate.
• Study the role and function of a new Chief Instructional Officer at EVC, with the goal of reaching agreement between the President and the Academic Senate on the job description for such a position.

**Progress Update 2007**

As described in IV.A.2, the College has made significant improvement in the way it operates as an Educational institution. In addition to establishing a fine practice of shared governance, each shared governance constituency group will develop its own Commitments to Action within the framework of the Strategic Plan. In 2007, six new Academic Deans arrived at the College whose values are in alignment with the College’s. Consequently, the role of administrators and supervisors was clearly articulated and practiced which promotes inclusive consultation, collaboration, and honoring of multiple realities and voices.

• Administrators and supervisors encourage voluntary staff participation on committees and senates.
• Academic Senate and Faculty Association continue to work together to increase faculty participation on committees and councils.
• Classified personnel have worked to maintain the Classified Senate and to work on committees with the CSEA. In each Division meeting, it is ensured that updates from the classified constituencies are included.
• Agreement was reached between the President and the Academic Senate concerning the role, function, and job description of a new Chief Instructional Officer at EVC. The position of Vice President of Academic Affairs was created and filled in October 2005.

**Standard (IV.A.3)**

*Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.*

**Self Identified Issue 2004**

• Urge AS leadership to improve student awareness of and membership on College committees.
• Provide leadership training for committee chairs (a requirement for first-timers), including:
  o Necessity to stay within process
  o Clarification of committee role, including how it fits into “big picture”
• Develop a reward system for service on committees (for faculty, staff and administrators). There are some good models at other colleges
• Develop a method to assure that all committee agendas/minutes are posted on the District Intranet in a timely manner
• Educate supervisors to the advantage of having classified staff on campus and district committees, improving campus and district communication
Progress update 2007

The College’s shared governance structure and practice has improved tremendously. As a result, appropriate and effective consultations are held on key issues of the College. With the arrival of the Director of Student Life in 2006, Associate Student (ASG) participation has increased and student voices are more at the center of the College.

- The Office of Student Life with ASG leadership has worked to increase student awareness and participation on College committees. In addition, the EVC Student Ambassador Program was established in summer 2007; twelve student leaders take key roles in providing student perspectives and voices to the College.
- For the past two years the College Council Chair conducted training sessions for chairs and members of the campus community at Professional Development Day (PDD) to discuss shared governance and committee membership. The training continues and was expanded to new faculty as part of the New Faculty Orientation coordinated by the Teaching and Learning Center (TRC) in fall 2007.
- There is no compensation system for service on committees unless held outside of the work day. Fall 2007, the President assigned a task force out of the College Council to review reassigned time for faculty committee chairs.
- The College Council works with committees to publicly post their agendas and minutes.

Standard (IV.A.4)

*The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

Self-Identified Issues 2004 (Planning Agenda)

The Board of Trustees needs to oversee a meaningful response to the district-wide administrative function and distribution of resources as described in the mapping process.

Progress Update 2007

- The College demonstrates honesty and integrity in its relationship with external agencies. The College produced and continues to produce necessary information and reports in accordance with the Accreditation Commission standards, policies, guidelines, and commission requirements.
- The College successfully wrote Progress Reports in 2005 and 2006, as well as being reviewed by visiting teams (Reports included in this document in Recommendations 1-20).
- The College dedicated an Institutional Record and Accreditation Room where all Accreditation related reports and documents, including all exhibits, are filed both electronically and in hard copies.
• As reported in Recommendations 16–20, the Board of Trustees has designated and supported the administration to ensure that the resource distribution process is intact. The Resource Allocation and Financing Plan reflects this outcome.

Standard (IV.A.5)

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

Self-Identified Issues 2004 (Planning Agenda)

Direct the College Council to develop an appropriate process that accomplishes effective evaluation and subsequent communication and seek approval from all the affected campus groups.

Progress Update 2007

• The College Council has completed the revision to the Shared Governance Decision Making Handbook in spring 2007. The College Council made this available to the college community.

• The regular evaluation process for the shared governance and decision-making structure is instituted as part of the Strategic Plan, Integrated Planning and Organizational Transformation. Each shared governance committee is in the process of establishing its Commitments to Action which will be evaluated and modified on a regular basis as part of the “cascading” process.

Standard (IV.B)

Board and Administrative Organization:

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

Self-Identified Issues 2004 (Planning Agenda)

• Include all governance groups in a district administrative function mapping process overseen by the Board of Trustees.

• Distribute results to all college employees.

Progress Update 2007

• Since the arrival of the new administration in 2005, on both the District and the College level, significant work has been accomplished under the leadership of the Chancellor to address clear functions and relationships between the District and the Board of Trustees, as well as the District and the Colleges. In this process, the Chancellor
developed effective mechanisms to work with the shared governance groups, faculty, and classified associations to establish appropriate lines of communication.

- The District Council, led by the Chancellor, meets on a monthly basis. Membership includes the College Presidents, Vice Chancellor of Human Resources, Vice Chancellor of Administrative Services, Director of Research and Institutional Effectiveness, Academic Senate Presidents, Faculty and Classified Association representatives, Classified Senate President, and Associated Student President.

### Standard (IV.B.1)
The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

#### Self-Identified Issues 2004 (Planning Agenda)
Institutionalize the inclusion of input to the Board from the college community in the evaluation process of senior administrators.

#### Progress Update 2007
The College welcomed a well-qualified and strong Chief Administrator (the President) in summer 2005. Under the leadership of the President, the College has evolved to be an institution that assures the quality, integrity, and effectiveness of the student learning programs and services. A comprehensive administrative evaluation process was developed and implemented in fall 2007.

### Standard (IV.B.1a)
The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

#### Self-Identified Issues 2004 (Planning Agenda)
Explore District administrative structure and distribution of resources through the mapping process recommended by the Accreditation Commission, a process in which the Board of Trustees has agreed to participate.

#### Progress Update 2007
Under the leadership of the Chancellor, the Board of Trustees’ roles and responsibilities have been clarified. The Board supports and advocates and defends the institution.

### Standard (IV.B.1d)
The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.
Self-Identified Issues 2004 (Planning Agenda)
Consider the inclusion of Board of Trustee Bylaws in new employee information packets, and on
the Colleges’ and District’s websites.

Progress Update 2007
The board bylaws ad policies are posted on the District’s website.

Standard (IV.B.1e)
The governing board acts in a manner consistent with its policies and bylaws. The board
regularly evaluates its policies and practices and revises them as necessary.

Self-Identified Issues 2004 (Planning Agenda)
Consider the establishment of a systematic schedule for the review of Board policies and
bylaws.

Progress Update 2007
• The Board appointed an ad hoc committee of Board members to meet with the
  Chancellor and district constituency representatives to recommend changes to the first
  three sections of Board policy; this was approved by the Board in fall 2007.
• After a series of review by the Academic Senate presidents and constituency groups of
  the District, the final review and revisions were made to the Academic Affairs policy by
  the Chancellor, Presidents, Vice Presidents, Director of Research and Institutional
  Effectiveness, and Assistant to the Chancellor. This policy is ready for Board approval in
  November 2007.
• Student Services policy review is under a similar review process by the Academic Senate
  presidents and the constituency groups. The final review process by the Chancellor and
  her group is underway in fall 2007.
• The Vice Chancellor of Administrative Services drafted, revised, and updated the
  Business and Fiscal Affairs section of the District Policies in spring 2007 which will be
  reviewed by the constituency groups in the 2007-08 academic year.

Standard (IV.B.1f)
The governing board has a program for board development and new member orientation. It
has a mechanism for providing for continuity of board membership and staggered terms of
office.

Self-Identified Issues 2004 (Planning Agenda)
Institutionalize the orientation of new Board members to include representatives from all
constituent groups.
Progress Update 2007
A new board member came on board in spring 2007. The new board member orientation was conducted under the leadership of the Chancellor.

Standard (IV.B.1g)
The governing board’s self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Self-Identified Issues 2004 (Planning Agenda)
Determine whether the process employed is appropriate.

Progress Update 2007
• Upon arrival of the Chancellor in August 2005, the Chancellor and the Board met in a retreat to further clarify the role of the Board and the Chancellor. Subsequently, the Board conducted a mid-year self-evaluation in September 2005. The mid-year self-evaluation was shared in the public session portion of the Board meetings.
• Additional Board retreats were held in 2006 and 2007 and focused on, among other subjects, the self-evaluation of recent board activities. (See Recommendation 20)

Standard (IV.B.1h)
The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Self-Identified Issues 2004 (Planning Agenda)
Develop an appropriate code of ethics.

Progress Update 2007
The Board code of ethics and the disciplinary consequences are defined in the Board Policy.

Standard (IV.B.1j)
The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Self-Identified Issues 2004 (Planning Agenda)
The Board needs to develop a process to evaluate all senior administrators that is inclusive and meaningful.
Progress Update 2007
Upon her arrival, the Chancellor was evaluated by the Board in 2005-2006 academic year. Under the direction of the Chancellor, a comprehensive administrative evaluation process was developed and administered in fall 2007 for all administrators including the Presidents. The administrative evaluation includes criteria that reflect the goals, mission, and value of the district such as cultural competencies.

Standard (IV.B.2e)
The president works and communicates effectively with the communities served by the institution.

Self-Identified Issues 2004 (Planning Agenda)
- Provide more support to the office of the College President.
- Increase involvement with community organizations.

Progress Update 2007
- President provides comprehensive presentations updating overall information regarding the College at each Professional Development Day.
- President instituted the “First Thursdays” College Forum where he shares various updates on the College’s activities, initiatives, projects, as well as using this venue to celebrate achievements and accomplishments.
- President’s office produces a quarterly newsletter, In Flight, which features campus activities, new initiatives, community engagement, student success stories, and educational endeavors. The newsletter is distributed throughout the district and neighboring community.
- President sends all-college e-mail communication regularly informing the College regarding hiring updates, facility updates, new initiatives, and projects.
- President meets with the constituency groups regularly to promote open and transparent communication.

Standard (IV.B.2g)
The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Self-Identified Issues 2004 (Planning Agenda)
Working with constituency groups, the Board of Trustees should do the following:
- Discuss district governance and administration and develop guidelines
- Create a policy directive clearly stating the relationship between the DO and colleges, and the responsibilities of senior management
• 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
• Develop and use an evaluation process for senior administrators that provides input from college personnel

Progress Update 2007
Under the leadership of the Chancellor, the role of the District office was clarified in relation to the Colleges.
• The Chancellor developed an effective communication mechanism with the shared governance constituency representatives and administration by establishing a District Council. This entity provides constituency groups and the administration proper opportunity for open and transparent communication.
• The Resource Allocation and Financing Plan clearly established the budget development and management responsibilities to be placed at the Colleges.
• Establishing the Vice Chancellor of Human Resources and the Vice Chancellor of Administrative Services at the District level, and establishing the Vice President positions at the College level created a much needed organizational structure that promotes effective operations of the District and the Colleges.
• The District’s ITSS needs further improvement. Under the leadership of the Chancellor and the Vice Chancellor of Administrative Services, the evaluation of ITSS functionality and effectiveness are being assessed.