



October 2020

Midterm Report

Submitted by:

Evergreen Valley College

3095 Yerba Buena Road, San Jose, CA 95135

Submitted to:

Accrediting Commission for Community and Junior Colleges, Western

Association of Schools and Colleges

Certification of Midterm Report

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

From: President
Evergreen Valley College
3095 Yerba Buena Road
San Jose, CA 95135

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



Dr. Tammeil Gilkerson, President, Evergreen Valley College



Wendy Ho, Board President, San José Evergreen Community College District



Byron D. Clift Breland (Sep 22, 2020 12:45 PDT)

Dr. Byron D. Clift Breland, Chancellor, San José Evergreen Community College District



Randy Pratt (Sep 23, 2020 12:06 PDT)

Randy Pratt, Academic Senate President



Bianca Lopez (Sep 24, 2020 10:16 PDT)

Bianca Lopez, Classified Senate President



Satwik Modi, Associated Students President



Lynette Apen, Accreditation Liaison Officer

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Midterm Report Preparation

The San José-Evergreen Community College District (SJECCD) Board of Trustees approved the College's Comprehensive Self Evaluation Report for Accreditation Reaffirmation in July 12, 2016. An [External](#) Evaluation Team visited Evergreen Valley College (EVC) on October 10-13, 2016, issuing a report to the College and Commission. EVC's President at the time, Henry Yong, received the [Action Letter from the Commission](#) on February 13, 2017, reaffirming accreditation and required a Follow-Up Report by March 15, 2018 addressing the team's findings on noncompliance at the campus.

The Follow-Up Report addressed one noncompliance area, recommending that the College further develop and implement a policy requiring increased regular and substantive contact for Distance Education (DE) courses, and subsequently evaluate DE courses for policy compliance.

The College was also given recommendations (1, 3, 4, 6, 7, and 8) to improve Institutional Effectiveness.

In the [Reaffirmation Letter](#) on June 13, 2018, the Commission acted to reaffirm accreditation for the remainder of the cycle. The Commission found that the College had addressed the compliance recommendation and met all other standards, with no other action required and a Midterm Report due October 15, 2020.

Evergreen Valley College's Midterm Report addresses progress on plans arising from ISER, recommendations for improvement in the External Evaluation Team Report, Institutional Set Standards and Student Learning Outcomes (SLO). The campus also addressed the goals and outcomes of the Quality Focus Essay (QFE), which consisted of two goals:

- 1) Strengthen the structure and processes for Institutional Effectiveness; and
- 2) Strengthen communication to facilitate a more cohesive college community.

After the QFE and Accreditation Self Evaluation were confirmed and approved, the EVC Vice President and Accreditation Liaison Officer created a timeline and process for evaluating the Quality Focus Essay. The EVC College President reported the vision for and progress on the QFE action projects at the beginning of the academic year at the Opening Session of Professional Development Day. The assessment of the plan included working with the newly established Institutional Effectiveness office and research analyst to solicit feedback and assess progress toward achieving the stated goals and using data to make decisions regarding the improvement in student learning and success in an ongoing and systematic way.

The Accreditation Steering Committee met in the summer of 2019 to discuss the Quality Focus Essay areas and decided to create two writing teams, one to address each focus of the QFE. The writing took place during the fall 2019 semester, and the writers submitted the first draft December 1, 2019. The first draft was then distributed widely throughout campus, governance committees and senates, and suggestions and edits were collected through a google form on the Accreditation website. After seeking input from the campus at large, the Midterm Report was taken through college governance and then submitted to the San Jose Evergreen Community College Board of Trustees for final approval on September 8, 2020 (board minutes).

Plans Arising from the Self-Evaluation Process

The College is required to respond to the Action Plan submitted in the Self-Evaluation Process in EVC's Self-Study in 2016. Areas of improvement to strengthen alignment to the standards were identified in the plans arising out of the self-evaluation process. The following table provides the college's status on completing the 2016 plans. For activities that are ongoing, the timeline and responsible party are included in the narrative that follows which provides greater information and evidence supporting the college's efforts.

Change, Improvement and Innovation	Standard	Status
Once per year, committee and council meetings review the mission and the committee/council's role in the helping the college get there	1A.1	Complete
Administrative Unit SLOs and Program Review	1B.2 1B.5	Ongoing
Disaggregate SLO Assessment for Distance education courses	1B.2	Complete
Disaggregate data by delivery modality	1B.5	Complete
CurricUnet SLO Assessment Module	2A.3	Complete
Increase SLO resources	2A.3	Complete
Program outcomes assessment	1B.2; 2A.3	Ongoing
New common assessment and multiple measures for student placement	2A.4; 2C.7	Complete
GE/ILO campus wide assessment	2A.12	Ongoing
Student support services for DED	2C.3	Complete
During joint deans meetings, sharing SSSP and Equity plan findings with academic affairs	2C.2	Complete
Additional collaboration between Outreach and instructional deans and Faculty	2C.6	Complete
Professional Development Plan	3A.14	Complete
Cover vacancies in Maintenance and Operations	3B.2	Complete
Shared Governance Handbook	4A.5	Complete
Notifying campuses of BP/AP revisions	4C.1	Complete
Joint district accreditation meetings	4D.6	Complete

College Progress on Plans Arising Out of the 2016 Self Evaluation Process

Mission and Committee Review

The College comprehensively reviews and updates the mission every three years or more frequently if needed. The updated mission statement is then circulated for approval through all governance committees and sent to College Council for final approval. The mission statement was updated in the Integrated Planning Manual in 2019-20 and approved by all governance committees, including college council on [December 9, 2019](#). Following college approval, the revised mission statement was approved by the SJECCD Board of Trustees on [February 11, 2020](#). To ensure shared governance committee work is aligned with the college mission and strategic priorities, the committees undergo annual goal setting based on the committee charge and evaluate accomplishment of the goals at the end of the year. The process is outlined in the [Integrated Planning Manual](#).

Administrative Unit SLOs and Program Review

The Institutional Effectiveness Committee (IEC) worked with the college Vice-Presidents, Administrative Services, Academic Affairs, and Student Affairs, to create an Administrative Program Review Template and schedule areas not conducting program review in the instructional or student services areas. Once the Administrative unit areas were identified, they are establishing administrative unit SLOs, undergoing assessment and then presenting the analysis in their Administrative Program Reviews. Campus Technology and Support Services ([CTSS](#)) is an example of an administrative program review completed during the 19/20 academic year. The college maintains a yearly [schedule](#) for all program reviews including administrative, instructional and student services.

Disaggregated SLO Assessment for Distance Education (DE) Courses

Through the curriculum development process, in CurriQunet SLOs are created for courses, regardless of instructional modality. Through faculty assessment activities, the outcomes for Distance Education and face-to-face classes are compared. If there is disproportionate impact, faculty explore why students perform better in one modality over another. This is part of faculty's ongoing SLO analysis and is embedded in the program review process. An example of disaggregated analysis is noted in the excerpt of the [Distance Education 18-19 program review](#).

Disaggregated data by delivery modality

All program review data can be disaggregated by delivery modality, allowing programs to analyze distance education course enrollments and success with face to face campus offerings. This data is delivered to all programs undergoing program review by the Office of Institutional Effectiveness. ([Distance Education 18-19 program review](#)) In addition, disaggregated learning outcomes by distance education and off-campus sites have been added to student learning outcome assessment module in CurriQunet. Similarly, [CurriQunet](#) has incorporated disaggregated data for day verses evening/weekend classes and 16-week verses three, six, or eight-week classes.

CurriQunet Assessment Module

CurriQunet will be used to house all assessment at EVC. The curriculum module was under development beginning in Spring 2015. Due to complexity in adapting the module to align with the college's current SLO assessment practices, the Student Learning Outcomes Assessment Committee (SLOAC) worked thoughtfully with the vendor to create a module that worked for the colleges' assessment documentation. Since all curriculum approval goes through CurriQunet, the college will utilize the system to document assessment of student and service-learning outcomes ([CurriQunet-AJ](#)). This creates a seamless process and guarantees that both curriculum and learning assessment drive the program review and resource allocation process.

During the roll out phase, assessment of student learning outcomes took place on the [assessment matrix](#) and is housed on the SLO website. In spring 2020, the college hosted [institution-wide training](#) for faculty, by division, to train faculty on documenting SLO assessment in CurriQunet. Since the training in January 2020, the faculty are now utilizing CurriQunet for SLO assessment documentation, which is being supported by the SLO Coordinator and Student Learning Outcomes Assessment Committee (SLOAC), a shared governance committee of the Academic Senate.

Increase Student Learning Outcomes (SLO) Resources

The [SLO Handbook](#) was completed in Fall 2017 and includes resources for SLO, PLO, and ILO assessment. The SLO Coordinator is a faculty member who chairs the SLO Assessment Committee with stakeholders from all divisions present. This position has a 40% release time from teaching. The Coordinator works with the Curriculum Committee to assure that all courses have measurable outcomes, chairs the Student Learning Outcomes Assessment Committee (SLOAC), and provides training and guidance throughout the year on submitting assessments.

Program Outcomes Assessment

All programs have program learning outcomes (PLOs). The courses that are included in the degree or certificate, have SLOs mapped to the PLOs. Therefore, the course SLO assessment populates and informs PLO assessment. Students must meet the program level outcomes to complete their studies and earn a certificate or degree. Prior to 2019, programs reported their outcomes on the [college PLO assessment matrix](#) and [program review](#). Beginning 2020, [PLO assessment is captured in CurriQunet](#), as well as during the Comprehensive Program Review process.

Multiple Measures for Course Placement

The College began using Multiple Measures for course placement in 2017 then moved to using a [Guided Self-Placement](#) model in Spring 2019. This requirement by the State Chancellor's Office came through in 2017 as part of the Multiple Measures Assessment Program (MMAP). As part of the MMAP colleges were to utilize high school GPA, transcripts, and self-reported data to place students in appropriate courses. Now with the inception of Assembly Bill 705 (AB 705), MMAP is used to triangulate placement into transfer level English and Math, as required by AB 705.

GE/Institutional Learning Outcomes

The Dean of Research, Planning and Institutional Effectiveness, in collaboration with the SLOAC committee and SLO Coordinator, facilitate the college progress on GE/ILO assessment. Through spring 2018, the college's assessment of the ILOs was documented on the [ILO Assessment Matrix](#). Since the college ISER and ACCJC team visit in 2016, the college has continued progress to ensure students are meeting the ILOs. In fall 2016, for indirect measurement of ILO assessment, the college reviewed disaggregated CCSSE data that aligned with the campus GE/ILOs. In four out of the five college GE/ILOs- Communication, Inquiry/Reasoning, Information Competency and Personal Development, students reported the college contributed to their knowledge. The three CCSSE prompts related to the remaining college GE/ILO- Social Responsibility, indicated areas needing improvement across all groups of students. The results of the SLO disaggregation were shared with the academic senate on [November 1, 2016](#). Based on the CCSSE results, the college attempted to develop a standardized rubric to assess the Social Responsibility GE/ILO. However, the college could not gain momentum for agreement and adoption of a campus-wide rubric. Instead interdisciplinary faculty collaborated to foster student experiences and learning with regards to the Social Responsibility ILO. For example, in Summer and fall 2017, psychology faculty collaborated with statistics faculty to engage students in social responsibility. The students in seven sections of psychology wrote a 1,000-word plan of action that would improve EVC student connection with the community. Then, the students from the statistics course created a student survey based on the psychology students' reports and analyzed the results. The process and findings for the social responsibility ILO Assessment were shared at the SLOAC Committee meetings in [October and December 2017](#) and documented on the college [ILO assessment matrix](#).

Additional campus-wide learning activities have continued that align with all five of the GE/ILOs. Some examples of [campus activities](#) supporting student achievement of the GE/ILOs from 2018 include student presentations at the campus research symposium, honors program debates on varied topics and campus discussion panels held during Women's History Month, including Title IX training (Communication, Inquiry/Reasoning, Information Competency, & Personal Development GE/ILOs). Similarly, the EVC Associated student government sponsored events regarding teen domestic violence, monthly food distribution and blood drives (Social Responsibility GE/ILO).

In addition to campus-wide activities, course and program SLOs and associated assessments are mapped to the campus GE/ILOs therefore rolling up into GE/ILO assessment findings. Faculty document SLO and PLO assessments and aggregate the results in [program review](#). As a follow-up to the student feedback from the 2016 CCSSE, in fall 2019, EVC surveyed students to assess their learning and the level met for the [Institutional Learning Outcomes](#). The five learning outcomes were embedded and mapped to the outcomes in the answers: Communication, Inquiry & Reasoning, Information Competency, Social Responsibility and Personal Development. The surveys showed that more than 80% of students mastered the five ILOs. The results are below and are mapped to each Institutional Learning Outcome:

	A lot/some	A little/None
1 Listening actively and respectfully		
1 Speaking coherently and effectively	89%	11%
3 Analyzing and evaluating relevant information	85%	16%
2 Making better decisions and solving problems	89%	11%
2 Being creative	87%	13%
4 Understanding and demonstrating social and civic responsibility	79%	21%
5 Understanding personal responsibility	83%	17%
4 Understanding environmental responsibility	88%	12%
5 Becoming a more productive citizen	82%	17%
4 Respecting individual and cultural diversity	81%	19%
1 Gaining interpersonal and intercultural communication skills	89%	11%
4 Respecting ideas and values in other cultures	88%	12%
5 Managing resources (such as time and money) in order to advance my personal and career goals	90%	10%

Student Support Services for Distance Education Students

EVC has an [online orientation](#) that was developed in 2017, which is evaluated and updated consistently on a regular basis. All students are encouraged to complete the orientation online as the second step in the enrollment process.

Since 2019, EVC offers remote online counseling. Students can book [remote online counseling appointment](#) by accessing the counseling webpage.

All EVC Counselors offering remote online counseling appointments have undergone a comprehensive training to ensure high quality student service that matches the efficacy of in-person appointments. Students can also remotely book in-person counseling appointments by accessing the following webpage: <https://evesars.evc.edu/SARS/Counsel/eSARS.asp>

Since 2019, EVC Offers [MyPath](#), which is a Guided Pathway Onboarding platform that provides information and resources to incoming students. It bridges the gap between the online application and the onboarding and student support resources and services on campus.

EVC offers online tutoring using a service called [NetTutor](#) that is available to students 24 hours a day, 7 days a week. All NetTutor tutors hold a four-year degree from an accredited college or university in the United States and have had substantial tutor training. Student can access NetTutor directly through Canvas. The service is free of charge to all EVC students.

Share Equity Findings with Academic Affairs

The [Student Equity and Achievement Plan Report](#) was due to the State Chancellor's Office in June, 2019. The data was disseminated throughout the campus, including a presentation to the Academic Deans, Academic Senate, Institutional Effectiveness Committee, College Council and Board of Trustees. A follow-up report was presented to the Board of Trustees on December 10, 2019 showing progress made towards achieving the SEA Plan goals.

The Student Equity Committee established a process for requesting funds for projects designed to close the equity gap. Departments/Programs interested in applying for funds must complete an [online proposal](#) and submit it by the deadline. The SE Committee reviews and scores each proposal individually and then convenes to review and rank the proposed projects by scores. Scores are based on strength of alignment with the Student Equity Plan. In addition, proposals must clearly delineate how funds would be expended by the end of the fiscal year. In 2019-2020, the SE Committee allocated a total of \$50,438.44 for three projects designed to address equity gaps. Three other programs that serve disproportionately impacted populations received funding to support their efforts totaling \$15,000.00.

Collaboration between Outreach and Instructional Deans and Faculty

When large groups schedule campus tours, the outreach coordinator works with faculty and Deans from specific areas of interest and includes [presentations](#) and/or in-depth tours of specific areas (i.e. Nursing, Automotive, Engineering, etc.) by their faculty and/or Deans as part of the tour.

The coordinator also collaborates with classified staff from support programs (i.e. DSPS, YESS, EOPS, etc.) whenever student groups express interest in connecting with points of contacts from those programs and includes presentations and intensive visits of those areas on the tour.

When feeder high schools request representation from specific EVC programs at their events (Community College Fairs/Expos, College Days, etc.) the coordinator participates by reaching out and providing information to specific staff and faculty who could serve as an additional connection for prospective students.

Professional Development Plan

The [Professional Development Plan](#) was updated in Fall 2019 and is housed on the Integrated Planning website.

Vacancies in Maintenance and Operations

EVC has an hourly pool of temporary employees that the campus can pull from when there are vacancies. As such, when a permanent employee is out for longer than 10 days, temporary employees are pulled from this list and help assist with vacancies.

BP/AP Revisions

Since the Board Policy and Administrative Procedure revision impact both colleges, the District Council, which includes constituent representation from each of the colleges, establishes the timeline for BP/AP revisions and the structure to inform the colleges on upcoming BP/AP revisions. In FY 2019, a [BP/AP Review Process Flowchart](#) was developed and distributed to the [District Council](#). The BP/AP review flowchart outlines the process, levels of responsibilities and the key role the colleges' constituency groups have through every step of the process. It shows there are two review processes: CCLC legally required/recommended updates review and cyclical review [timeline](#) for each chapter.

The district council includes constituents from the colleges to garner college feedback on BP/AP revisions. For example, the academic senate is represented at the district and college councils. The academic senate includes BP/AP revisions that are relevant to instruction on the senate meeting agendas. The academic senate president sends out a [campus email](#) noting the actions of the academic senate, including the review and recommended approval of revised BP/APs. Once BP/AP revisions are approved, the Vice President of Student Affairs and Vice President of Academic Affairs ensure the accuracy of BP/APs in college published material, such as the college catalog.

Joint District Accreditation Meetings

During the period of the institutional self-evaluation, the district and colleges established [frequent meetings](#) to review shared accreditation items such as the [delineation of functions map](#). Respective members of the district and college teams convene as needed to proactively address any accreditation related activities, such as collaboration on ACCJC Annual Reports. In addition, the research teams meet monthly to maintain dialogue regarding campus research needs to ensure robust measurement of institutional effectiveness.

College Response to Recommendations for Improvement

Evergreen Valley College provides evidence as to how each of the eight Improvement Items identified by the Accreditation Visiting Team have been addressed and implemented. Each Improvement Recommendation below is followed by the actions taken by the College and the evidence to support it.

College Recommendation 1 (Improvement)

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

The Integrated Planning webpage houses all the college planning documents including the current [Integrated Planning Manual](#) that was updated in summer 2019. The Plan describes how the College integrates the institutional plans with the college's strategic priorities and how these inform the College's resource allocation process. The Integrated Planning Manual shows how functional unit plans contribute to the overall planning process. The Plan also includes the template for the annual governance committee evaluation to facilitate standardized committee assessment, assuring committees are meeting their yearly goals. The new Integrated Planning Process describes the College's Budget Process and the Program Review Resource Allocation process. These two are now coordinated processes that will be fully adopted in Academic Year 2019-2020.

The [Program Review Process](#) includes the assessment of learning outcomes, evaluation of the effectiveness of prior program review funding in supporting student success, and the ability to request future resources to enhance the program. The Program Review Process is under the purview of the Institutional Effectiveness Committee (IEC). The IEC, which has members from all respective divisions, includes faculty, students, classified professionals, and administrators serving on the committee. The Program Review Process is [scheduled](#) on a six-year cycle for academic programs, a three-year cycle for student service units, and a two-year cycle for career technical programs and administrative units. The review takes place across the first half of the academic year. To continue improving the program review process, at the completion of the program review cycle, the authors receive a follow-up survey to assess the process, support and areas for improvement. The [feedback](#) through the survey responses has informed future program reviews, such as refinement of the program review template, access to data files earlier, and refinements to program review training.

College Recommendation 2 (Improvement)

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

SLO assessment data has been disaggregated by delivery mode and compared comprehensively through program reviews. More specifically, SLO assessment is documented in [CurriQunet](#), allowing for documented assessment results differentiation by delivery mode, time of day and course length of offering. The documentation in CurriQunet allows for faculty analysis of student learning through various modalities. The full analysis and results are embedded in the student achievement data section and student learning outcomes analysis section in the Comprehensive [Program Review Process](#) and the [Distance Education Program Review](#). Furthermore, the college program review [resource allocation request](#) is inclusive of the data analysis completed in the program review.

College Recommendation 3 (Improvement)

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

The All College Curriculum Committee (ACCC) is a governance committee of the Academic Senate. Since the Board Policy and Administrative Procedure (BP/AP) revision [timeline](#) is established by the district council, the college academic senate representatives ensure that instructional BP/AP revisions are reviewed with the appropriate college constituents, including the ACCC. The academic senate president sends out a [campus email](#) noting the actions of the academic senate, including the review and recommended approval of revised BP/APs. In addition, the district council has an [advisory group](#) to review academic BP/APs that include members of the ACCC, including the faculty chair and college articulation officer.

College Recommendation 4 (Improvement)

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

Since the [2016 Institutional Self Evaluation Report \(ISER\)](#) and team visit, the college has made significant progress in the area of regularly assessing learning outcomes to improve teaching and learning. Under the leadership of the [Student Learning Outcomes Assessment Committee](#) (SLOAC), a committee of the Academic Senate, and the campus SLO Coordinator, the college has sustained ongoing engagement with course level SLO assessment. The high level of compliance in course level assessment is critical, as the course SLOs and associated assessments are mapped and populate the program learning outcomes assessments and institutional learning assessments. Every semester the [SLO Coordinator](#) works with staff and faculty to ensure that all courses, programs are being systematically evaluated to improve teaching and learning strategies and promote student success.

Prior to 2019, outcomes assessment for courses and programs were documented using the college [SLO Assessment matrices](#). In spring 2020, the college expanded the use of CurriQunet beyond initial curriculum development and revision to include SLO assessment for courses and

programs. Expanding the use of [CurriQunet-AJ](#) to include assessment documentation, assured the currency and accuracy by integrating curriculum and assessment documentation. Since course SLOs are mapped to PLOs and GE/ILOs, the assessments also inform program outcome assessment regularly reviewed through comprehensive program review.

As part of [program review process](#) approval, all programs are required to have assessed all student learning outcomes and program learning outcomes since the last program review cycle. The [program review](#) also includes analysis of the outcomes data and program improvements that are a direct result of the data analysis. The cyclical program review process also allows for tracking improvements within courses based on changes in any teaching methods and methods of assessment.

College Recommendation 5 (Compliance- Resolved through 2018 Follow-up Report)

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

This Compliance Recommendation was addressed comprehensively in the [Follow-Up Report](#) in March 2018 and later confirmed in a letter from the Commission on June 13, 2018, which stated, “The Commission finds that Evergreen Valley College has addressed the Compliance Recommendation 5, corrected deficiencies, and meets Standards II.A.2., II.A.7, II.A.16. ([ACCJC 2018 Letter](#))

College Recommendation 6 (Improvement)

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

The College began scanning all students’ academic transcripts in 2017. Now, all incoming students’ academic transcripts are scanned on a daily basis, eliminating the need for procuring a fireproof storage area. More recently the College upgraded the scanning system and is now using Square9, all data are saved on a cloud-based program. All historical files and academic transcripts have been [purged](#) after the data has been entered and stored electronically in accordance with the District Board Policy.

College Recommendation 7 (Improvement)

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

The primary process to establish program resource requests is through the college program review process. Through program reviews, data is analyzed to support resource requests, including fiscal, technology and personnel. The assessment of previous program review budget allocations is embedded in the [college program review template](#). The program review author is asked to indicate if allocation was issued through the last program review cycle, how the funds were used, and how the allocation impacted student success.

The college recently refined the program review [budget allocation process](#) and timeline, to include resource allocation reviews by critical committees on campus, which was formally incorporated into the Program Review Process in the 19/20 Academic Year. The [Budget Committee](#) also provides its own assessment of the goals it sets in the fall and measures completion of goals throughout the academic year at the end of spring semester.

College Recommendation 8 (Improvement)

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

The College's [shared governance process](#) is documented in the [Integrated Planning Manual](#). The Manual outlines how decisions are made on campus and how shared governance groups are involved in the process. The primary shared governance body that advises the President on institutional decisions is the College Council. The College Council includes representation from all constituent groups on campus, including representatives from Classified Senate, Academic Senate, Associated Students, the classified union (CSEA), and the faculty union (AFT 6157).

The college shared governance committees have a reporting structure to either the College Council or Academic Senate, and have a designated chair, committee charge and membership that includes representation from all constituents and divisions. In addition, Academic and Classified Senates' associated committees will share policy recommendations, actions and comments with the Senates before the Senate advances these to the College Council. Shared Governance Committee discussions and action items are communicated through Agendas and Meeting notes and through constituents that serve on committees. These constituents bring back the information from the governance committees to their respective divisions and bring feedback from their divisions/departments back to committees. For the shared governance committees that report to College Council, [periodic updates](#) are given at College Council to provide [committee progress](#) on annual goals and recommendations that may impact institutional decisions.

College Council agendas and minutes, housed on the College Council webpage, is one way that the President formally communicates institutional decisions. More specifically, the President maintains a standing agenda item for "Hiring/Personnel Updates". Similarly, the college shared governance process to determine annual [faculty hires](#) is noted in the College Council minutes and includes recommendations offered through Academic Senate and the division deans. In addition to College Council, the President communicates institutional decisions to the campus community through biannual campus Professional Development Days (PDDs), campus emails and [campus forums](#).

The college shared governance process and decision-making structure is assessed through the [governance survey](#), last completed in 2019, and completion of annual committee evaluations. With regards to college decision making, the 2019 survey results were favorable with 77% of respondents agreeing that communication between College Council, Academic Senate and other committees supports making decisions at Evergreen Valley College.

District Response to Recommendations for Improvement

District Recommendation 1 (Improvement)

1.A. In order to increase effectiveness, the team recommends that the District establish a clear process of integrated planning that links resource decision-making to goals developed through collegial consultation.

District Committee structures and decision-making processes ensure robust collegial consultation in policy and resources-allocation decisions. Multiple and integrated mechanisms are in place at the colleges and District to increase constituency engagement in planning and the allocation of resources with the intent of maximizing the impact of those funds to support of the mission of the District. These efforts have been conducted in different settings using the established, integrated processes with collegial consultation at District Council (DC), District Budget Committee (DBC), Academic Senates, finance committees at the colleges and the Chancellor's Cabinet meetings.

Committee members are charged with bringing information back to their constituencies in order to provide feedback to their respective committees. By this process, stakeholders from all constituency groups have multiple opportunities and venues to provide input into policies and ultimately, decide on the processes for resource-allocation.

Examples of these efforts include: DBC's budget preparation process, updates to the Board of Trustees on quarterly expenditures and the Board Budget Study Sessions, and the multiple meetings related to the Resource Allocation Model (RAM), which ties funding to specific outcomes linked to District goals. The discussions around the definition and implementation of a revenue-based RAM has taken into consideration the changing financial environments of the state, the state student-centered funding formula, the outcomes and the metrics outlined by it and how a basic aid district can maximize the allocation of resources toward student success. Additionally, the model includes innovation, talent acquisitions and retention, and key student programs such as the Promise grant and funding of full-time faculty and instruction.

Through discussions with different Chancellors over time, the need for reviewing the allocation of resources assigned to the District Services and District-wide efforts led to the hiring of Harvey M. Rose Associates, LLC to complete a performance evaluation audit on those funds and functions. The scope of this performance audit was to provide an analysis of budgeted and actual expenditure and staffing data for the entire District, District Services, and District-wide Expenses for the five fiscal years between FY 2015-16 to FY 2019-20; an analysis of workload data for District Services administrative functions and to benchmark District expenditures and staffing for District Services functions against other similar community college districts. A complete report was submitted to the Chancellor in November 2019. Through this effort, information was compared in support of activities and efforts of each of the centrally managed functions to benchmark them against other districts with similar functions to check for consistencies in staffing and district cost of operations. The DC received a copy of the full report at the January 30, 2020 meeting. This is the beginning of a process to review expenditures to determine patterns outline recommendations of how to best align resources effectively to support the District's operation.

Evidence:

- 🔗 [Sample Q Report FY19-20 Q3 Quarterly Budget Report](#)
- 🔗 [SJECCD- Budget Allocation Attachments](#)
- 🔗 [HMR.Perf.Audit.SJECCD.112619](#)
- 🔗 [Sample District Budget Committee Meeting minutes 12/19/10](#)

1.B. The team further recommends that the relationship between the Board’s Ends Policies and the strategic plan be clearly defined in the context of resource decision-making. (Standard IV.D.5)

The relationship between the Board’s Ends Policies and the Strategic Priorities are clearly defined in the document “San Jose-Evergreen Community College District 2018-2025 Strategic Priorities”. They provide a foundation for the District’s Strategic Priorities. Each Strategic Priority has Key Performance Indicators (KPIs) which align with the metrics in the Board’s Ends Policies. These metrics are periodically reviewed by the Office of Institutional Effectiveness and Educational Services for alignment with the strategic priorities, system-wide initiatives (e.g., Vision for Success metrics) as well as alignment with the RAM model. As the RAM moves into the implantation phase, we will see an increased role for metrics of student success and program effectiveness to guide resource allocation.

The RAM model allows for colleges to consider cost centers and the physical plant needs of programs as well as innovation funding to increase student success and institutional effectiveness. Central to the integration of these planning and resource allocation mechanisms is the use of data and information to guide decisions. As the RAM model matures and evolves, the district will adjust and align the metrics it uses to evaluate progress on the Ends Policies and Strategic Priorities.

Evidence:

- 🔗 [San-Jose-Evergreen Community College District 2018-2025 Strategic Priorities](#)
- [“RESOURCE ALLOCATION MODEL FOR INSTITUTIONAL TRANSFORMATION Presented to the Honorable Board of Trustees San Jose-Evergreen Community College District June 11, 2019”](#)
- 🔗 [RAM Final Steps Breakdown](#)
- 🔗 [Ends Statement and Ends Policies](#)

District Recommendation 2 (Improvement)

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

For the past three years, the organization has gone through multiple efforts to review its RAM through the empowerment of various participants and shared governance groups. As a basic need District, mindfulness of the responsibility to effectively use financial resources to achieve the mission, provide financial resources that are sufficient to support student learning programs, and to improve academic quality and institutional effectiveness is at the forefront. Throughout this process the teams have met to discuss and continue to work on the definition of a RAM that will provide flexibility and clarity on how the revenue for the District will be distributed amongst different entities for its operation and planning while keeping in mind the importance of being financially sustainable and organizational effective.

The RAM has been discussed and presented to the DBC, DC and at multiple Governing Board meetings. During the deliberations we have taken input from different constituency groups, and we also now have received a Performance Audit Report for both the District and District-wide functions and expenses. The information in the report will guide additional discussions on how the allocation of these critical expenses in support of the colleges' operations would need to take place. The RAM now considers different elements including business rules, innovation fund, accountability, base allocation, performance and program-based incentives, process and ongoing expense management. At the May 14, 2019, Governing Board Meeting, the Board was presented a first reading of the draft RAM and recommendations were made during the meeting. On July 8, 2019, the Chancellor met with the Academic Senates to review the RAM and agreement was made to the final adaptations. The final RAM was approved by the Board at its August 27, 2019 meeting. Subsequent to the approval of the process and elements of funding allocation outlined in the RAM flowchart, the DC has been working with administration in the establishment of a RAM implementation framework. To this end on January 30, 2020, the DC voted to approve the latest version of the framework, which includes an operational task force with full representation of the District's constituency groups, including students, and the outline of working groups that will focus on the implementation of the RAM manual. This effort will be led by fiscal officers located at each college as well as the District Office. The collective RAM work will be presented for review to the DC; and, after consultation, it will be submitted as a recommendation for a mutually agreeable decision to be made by the Academic Senates and the Chancellor.

Evidence:

- 🔍 [RAM Adoption detailed Board of Trustees 06.06.2019](#)
- 🔍 [Consultant Report Final RAM Report 8.25.17](#)
- 🔍 [Sample RAM Task Force Meeting Minutes](#)
- 🔍 [RAM Final Steps Breakdown](#)

District Recommendation 4 (Improvement)

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

There are three District Committees which report to the District Council: District Budget Committee, District Technology Planning Committee, and the District Institutional Effectiveness Committee. District Council is a primary mechanism through which information is exchanged between District Committees, the Colleges, the Academic Senate and the Classified Staff.

The District Council and District Technology Planning Committee have administered the annual self-evaluation surveys to their respective committee members at the end of the academic year. These surveys have been distributed in May and the results are reviewed by the respective committees in the following fall. Results are used to inform changes in committee processes and activities/goals.

Building upon past successes for continuous improvement, a more systematic process was developed in fall 2020. The District Council will oversee the self-evaluation process for itself and each of its subcommittees – this process includes the development of annual goals, implementation of a self-evaluation survey, and a brief annual report from each committee. The Office of Institutional Effectiveness and Student Success (IESS) will administer the standardized self-evaluation survey to the members of each district committee on the second to last meeting of the academic year (April). IESS will provide the results to the district committee chairs as soon as possible prior to their last meeting of the academic year (May). District committees will review the results of their self-evaluation survey and make recommendations at their last meeting. Committee chairs will write a brief annual report of the committees' activities (including achievement of goals, self-evaluation results, and recommendations) and submit it to the District Council. The District Council will review the district committee annual reports at its first fall meeting and make recommendations, if needed. At the second fall meeting each district committee will review the previous year's annual report as well as feedback from the District Council.

This process of self and peer evaluation ensures broad-based input into the evaluation of the effectiveness of District Committees and makes committees accountable to major stakeholders to implement continuous improvement.

Evidence:

- 🔗 [District Committee Evaluation Proposal 12-18-19](#)
- 🔗 [Sample Survey-District Council Self Evaluation Survey for 2019-20](#)

District Recommendation 5 (Improvement)

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

To fully address the concerns outlined in District Recommendation 5 (Improvement), the Board of Trustees charged the Chancellor to establish a consistent policy review process that is well documented and includes participation by all constituency groups at both the district and college level. The responsibility for the policy review process and documentation has been delegated by the Chancellor to the Vice Chancellor of Administrative Services.

The Chancellor's District Council (DC) advisory group, containing constituency group representatives from faculty, staff and administrators at the colleges, is the main body for the review and approval of all Board policies. The DC is charged with distributing and reviewing all policy information and documentation provided at its meetings to their own constituency groups. To assist in the constituency review process, all documentation provided at DC meetings is posted on the District Council SharePoint site, including the policy status report and review packets. Whereas, in the past, Board policies were brought to the DC only when legislative updates were required or district administrators recommended changes, the review of Board policies is now an agenda item at every meeting. The DC meeting minutes document the policy materials distributed, the discussions of recommended policy revisions and the votes to approve or not approve the recommended policy changes.

In FY 2019, a BP/AP Review Process Flowchart was developed and distributed to the DC. This flowchart clearly outlines the process, levels of responsibilities and the key role the colleges' constituency groups has through every step of the process. It shows there are two review processes: CCLC legally required/recommended updates review and cyclical review. As a member of the Community College League of California's (CCLC) Policy and Procedure Service, the district receives legal and recommended updates in both Fall and Spring. Concurrently, to ensure the policy chapters have a consistent review process, the three-year cyclical review for each chapter has been assigned to various District Services Offices. These Offices ensure that policy updates are conducted in addition to the CCLC updates. College constituency groups have ample time to review proposed updates with their members, and each constituency group determines its own internal review process. Some groups form committees; others assign those members with policy expertise to conduct the review and make recommendations to the DC. All recommendations and inquiries are then brought to the District Council for discussion.

The process outlined in the flowchart, the policy status reports and packets distributed at every DC meeting, and the District Council SharePoint site ensure the policy review process is well-documented, transparent and collaborative. The documentation of this process clearly shows the participation of the colleges' constituency groups and ensures that all policies are continually reviewed and revised in a consistent and timely manner.

Evidence:

- [AB/BP process Flow Chart v2](#)
- [District Council mins Flow chart Process discussion 12/ 19 19 See Highlighted](#)
- [Sample BP.AP Review Status for District Council 4.23.20](#)
- [Documentation of BPAP Review Mrgs. Januray 22,23, 2020](#)
- [Sample List of BP-AP's Under Review-District Council 11.14.2019](#)

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

Student Learning Outcomes

The College continues to collect student learning outcomes (SLO) across all courses, instructional programs, student support services, and administrative units. The strengths of the process to improve teaching and learning since the college's last comprehensive review, is that Evergreen has refined the infrastructure and engagement in the learning outcomes methods, from curriculum and SLO creation, through SLO Assessment, and analysis through Program Review. The leadership of the Academic Senate and the [Student Learning Outcomes Assessment Committee](#) (SLOAC), has supported ongoing engagement with course level SLO assessment. The high level of compliance in course level assessment is critical, as the course SLOs are mapped to and inform program learning outcomes and ultimately GE/ILO outcomes. To facilitate this integrated learning outcomes process, the College is now using [CurriQunet](#) to house all learning outcomes, creating a seamless system, whereby the approved course level SLO's are imported into the assessment area where faculty document assessment activities and results. The results are then analyzed and reported in the Comprehensive Program Review. This allows SLO data to be easily accessible and utilized in departmental discussions as well as in Program Review.

Although the college has continued steady progress with regards to SLO assessment, growth opportunities remain in refining GE/ILO assessment by utilizing one standardized assessment method and in continuing to develop assessment in administrative units. The college continues to assess GE/ILOs and has maintained assessment timelines set by the college; however, opportunities to adopt one standardized assessment rubric across the college has proved challenging. The SLOAC committee will continue to work with the college community on considerations around standardized rubrics to refine the GE/ILO assessment process. For administrative units, identified areas have developed outcomes and are engaging in assessment and program review; however, this process is newer and as administrative program reviews are submitted, the college will receive feedback and continue to refine the process.

Many improvements have occurred from the assessment of learning outcomes. Faculty reported in an [SLO survey in Fall 2019](#) that they use data "to see the 'big picture' and measure student growth". Other faculty report using the data to assist with the formation of lectures, low impact quizzes, formative and summative assessments. Faculty are reporting collecting more feedback to understand if learning is taking place, and to increase success rates. An example of program improvements as a result of outcome assessment data is evident in the [2018/2019 Nursing Program Review](#). A thorough review of the course and program SLO assessment findings led the nursing faculty to identify three common themes across the nursing curriculum that needed refinement to address learning outcome needs. As a result, the faculty identified targeted learning interventions to improve these outcomes throughout the nursing program. In another example, the [ESL faculty](#) analyzed SLO assessment results and identified that when students were given the option to choose their writing topic, they more readily met the outcome assessment benchmark for an in-class essay assignment. As a result of the SLO assessment findings, ESL instructors now provide two or more articles that the students can choose from for essay analysis, leading to greater achievement of the learning outcome.

Since the 2016 ISER, the college has continued to fine tune assessment activities leading to an improved culture of assessment. With the assessment infrastructure in place offered through the CurriQunet reporting tool, and the collaboration of key campus committees, SLOAC, IEC, Academic Senate and ACCC, the college will continue to meet assessment standards, and continue to improve learning opportunities that support student success.

Institution Set Standards

The College established institution-set standards that encompass the college's mission, vision and goals, the SJECCD [Global Ends Statements & Policies](#), and the Chancellor's Office Vision for Success Goals. The College continues to exceed its floor standards and meet its aspirational goals. Therefore, for the more recent [Annual Report](#), the college set new stretch goals, aligning with the Vision for Success Goals. The Institutional Effectiveness Committee, as well as the Academic and Classified Senates, review the outcomes to assure the College can meet the goals, and agrees to the targets.

The college leverages the program review process to support improvement in achieving outcomes. The [Comprehensive Program Review](#) and associated data sets supports program analysis of students success data and alignment with the college institution set standard for student success. In each program review cycle, programs analyze student success data in comparison to the college goals. Through this review process, programs set floor and aspirational standards as a renewed commitment to continue improving program outcomes. Additional college initiatives that are directly related to achievement of institutional set standards include the Student Equity and Achievement (SEA) Program, targeting efforts to support the success of disproportionately impacted students. The [Student Equity and Achievement Plan Report](#) highlights areas to improve success for impacted students as well as targeted interventions to support success.

The college leverages several opportunities to inform the constituents of the institutional set standards, and the college's progress in achieving the standards. At the program level, the college utilizes the program review process for individual programs or groups of courses to assess students success outcomes in comparison to the institution. On a broader level, the College informs the community of the goals through the Vision for Success Dashboard located on the Institutional Effectiveness page, [Vision for Success-Institutional Set Standards Dashboard](#). At the district level, the institutional set standards are aligned with the district [Global Ends Statements & Policies](#), and are periodically [presented](#) to the board of trustees.

Action Steps for Quality Focus Essay (QFE) Project 1

<i>Desired Outcome</i>	<i>Action Steps</i>	<i>Timeline</i>	<i>Responsible Party</i>	<i>Resources</i>
<i>Refine infrastructure for institutional planning and resource allocation</i>	1. Develop Integrated Planning Manual (IPM)	1.Summer 2016	1. Institutional Effectiveness Committee (IEC)	No new resources needed for this effort. Existing resources can be repurposed for this action.
	2. Establish campus office of Institutional Effectiveness- Dean & researcher; Centralize the efforts of the college research to EVC directly.	2016-2017	-VPAA -HR -MSCC	IIIA Human: Hire a Dean of Institutional Effectiveness; Centralize the research analyst to campus based activities IIIB Physical: <i>Office Space</i> IIIC Technology: Software and computer support. IIID Financial: Funding for the dean position
<i>Operationalize long term and short term institutional planning timelines</i>	1. Implement operational planning calendar, including yearly research agenda	Fall 2016	IEC, Institutional Effectiveness (IE) dean when hired	No new resources needed for this effort. Existing resources can be repurposed for this action.
	2. Operationalize Educational Master Plan	Spring 2017	IE Dean	No new resources needed for this effort. Existing resources can be repurposed for this action.
	3. Operationalize campus Integrated Planning Manual (IPM)	Spring 2017	IE Dean	No new resources needed for this effort. Existing resources can be repurposed for this action.
<i>Align campus activities utilizing the integrated plan</i>	1. Integrate existing campus plans (SSSP, Equity, EMP...)	2016-2017, Ongoing	IEC IE Dean Student Success Committee	No new resources needed for this effort. Existing resources can be repurposed for this action.
	2. Post plans and share results to the Institutional Effectiveness website	Spring 2017, Ongoing	IE Dean Participatory Governance Committees, President	No new resources needed for this effort. Existing resources can be repurposed for this action.
	3. Increase use of data to inform changes in practice	Spring 2017 plan for 17/18, Ongoing	President, IE Dean, Participatory Governance Committees, President	No new resources needed for this effort. Existing resources can be repurposed for this action.
<i>Monitor Institutional Set Standards for achievement and report improvements</i>	1. Establish method for monitoring of institution-set standards for student achievement and reporting improvements	Fall 2016 Report Spring 2017	President, IE Dean, College Council and IEC	No new resources needed for this effort. Existing resources can be repurposed for this action.
	2. Identify responsible member or committee to monitor/report progress	Spring 2017	President, IE Dean, College Council and IEC	No new resources needed for this effort. Existing resources can be repurposed for this action.
<i>Establish evaluation plan and timeline for planning activities and college processes</i>	1. Incorporate into IPM	Spring 2017	IE Dean, President, Participatory Governance Committees.	

The Quality Focus Essay addressed several areas to increase Institutional Effectiveness. The outcomes of the Action Plan are discussed below.

Desired Outcome: Refine Infrastructure for Institutional Planning and Resource Allocation

- 1. *Develop Integrated Planning Manual***
- 2. *Establish Campus Office of Institutional Effectiveness***

Action Steps to Date

In 2016 the [Integrated Planning Manual](#) was created and updated again in 2019, adding new, relevant content. The 2019 Integrated Planning Manual went through Shared Governance Approval in Fall 2019. It was approved by the Institutional Effectiveness Office at their [October 7, 2019](#) meeting. It was also approved by the Academic Senate on [November 5th](#). The College Council approved the plan on [December 9th, 2019](#).

An office of Institutional Effectiveness was created and staffed with a research analyst in January 2017 and an Interim Dean in March of 2017. A permanent Dean was selected in January 2019. Previously, any research requests were conducted by the Institutional Effectiveness and Student Success Office located at the District Office. The campuses did not have their own Institutional Research/Effectiveness offices. Part of creating the focus of the QFE, was realizing that the institution needed the data, research and accreditation support on campus, and therefore, creating the office was a major goal of the Institutional Effectiveness action plan.

Desired Outcome: Operationalize Long-Term and Short-Term Institutional Planning Timelines

- 1. *Implement Operational Planning calendar, including yearly research agenda***
- 2. *Operational Educational Master Plan***
- 3. *Operationalize campus Integrated Planning Manual***

Action Steps to Date

With a comprehensive research office in place, the researchers attended a retreat in June 2019 and created a year-long research agenda. The [research agenda](#) is located on the Institutional Effectiveness website. A research agenda provides strategic direction for the office, including prioritizing reporting deadlines during the year, calendaring survey deployment, and creating a transparent look at the research the office is engaged in.

Operationalizing the [Educational Master Plan](#) was not actualized. The Plan was created in Fall 2015 and will expire in 2020. Because the plan is close to the end of its lifespan, the Institutional Effectiveness Office will not be creating an action plan for this version. Once a new plan is approved and adopted next academic year, an action plan will be put in place.

The [Integrated Planning Manual](#) is operationalized. The Manual highlights the planning processes, committee charges and reporting structure, and the decision-making and budgeting processes. The planning processes are operationalized through the shared governance structure. A new program review budget allocation model was created by working with the Vice President of Administration to match the academic calendar and provide enough time for the allocations to be useful. Previously funding had to be utilized by the end of the calendar year, not giving programs enough time to expend the funds. This process will be assessed as it is rolled out in Academic Year 2019-2020.

Desired Outcome: Align Campus Activities Utilizing the Integrated Plan

- 1. *Integrate existing campus plans (SSP, Equity, EMP)***
- 2. *Post plans and share results to the Institutional Effectiveness website***
- 3. *Increase use of data to inform changes in practice***

Action Steps to Date

With the California Community College's Vision for Success priorities, EVC has now aligned all of its' strategic priorities with the vision goals. The Vision for Success goals have become the criteria for the State Chancellor's new student-centered funding formula. Although San Jose Evergreen Community College District is a Basic Aid district that receives its funding from local property taxes, EVC still receives categorical funds from the state, and adopted all of the metrics for the Vision for Success that the Chancellor's Office recommended. The Vision for Success incorporates the Student Equity Data as well, so it is an integrated plan. Basic skills are being restructured with AB 705, and the Basic Skills Initiative (BSI) grant and reporting will no longer exist. All three grants have been consolidated into the Student Success and Support Program (SSSP), the [Student Equity and Achievement \(SEA\) Program](#).

All plans are posted on the Institutional Effectiveness website. Every year the Shared Governance Committee Chairs receive an [Annual Self-Evaluation](#). At the beginning of the academic year, the committee sets goals they hope to achieve within the academic year. At the end of the year, the committee discusses progress on each goal and documents the progress on the form. The committee also evaluates its own effectiveness. A [Governance Survey](#) is sent to the committee members at the end of the academic year to measure their experience serving on committees and with participating in the shared governance process. Results are posted on the Integrated Planning site.

The research office has increased access to data by having research/survey request forms that can be accessed on the research webpage, for [External Requests](#) and [Internal Requests](#). Internal requests utilize a ticketing system that is from the Information Technology Help Desk, documenting historical and current requests. External requests are collected through a Qualtrics Survey Form, and an email notifies the research analyst to follow up with the requestor for additional information. Both request forms provide a timeline for data delivery.

Desired Outcome: Monitor Institutional Set Standards for Achievement and Report Improvements

- 1. *Establish method for monitoring of institution-set standards for student achievement and reporting improvements***
- 2. *Identify responsible member or committee to monitor/report progress***

Action Steps to Date

The Institutional Effectiveness Office established methods for monitoring institution-set standards for student achievement reporting improvements. Every year the institution evaluates its institutional set standards as part of its [annual report](#) to the Accrediting Agency. Each program aligns their own institutional set standards to the college's set standards in their [Comprehensive Program Review](#). They are encouraged to report an aspirational goal for student success and retention. If the college exceeds the ceiling, new institutional standards are set that are aspirational.

In alignment with the SJECCD [Global Ends Statements & Policies](#), EVC adopted the Chancellor's Office "Vision for Success Goals" as the institutional set standards for 2021-22. EVC is close to or has already met all of the Chancellor's Office metrics encompassed in the Vision Goals. These goals are displayed in a dashboard, reported to the Board of Trustees twice a year in formal presentations, and reported to the Institutional Effectiveness Committee for monitoring. ([Vision for success dashboard](#))

The Institutional Effectiveness Committee (IEC) is responsible for overseeing the Program Review Process on campus. The resource requests from the Program Reviews are directed to the committees to prioritize requests: staffing, technology and facilities. Then each committee considers the totality of requests to prioritize and fund requests that match both Evergreen Valley College's and the District's strategic priorities. The Integrated Planning Manual also includes [survey results](#) that measure the Campus Planning Process for different shared governance groups.

Desired Outcome: Establish Evaluation Plan and Timeline for Planning Activities and College Processes

1. Incorporate into Integrated Planning Manual

Action Steps to Date

Campus planning and assessment are embedded in the committee structure. Committees submit their goals in the beginning of the academic year, and then report their progress at the end of the academic year. Planning activities are coordinated through the Institutional Effectiveness Committee and the shared governance process. All committee members are surveyed to find out if they feel empowered and involved in planning on campus. The [results](#) are published on the Institutional Effectiveness webpage.

Action Steps for Quality Focus Essay (QFE) Project 2

Desired Outcome	Action Steps	Timeline	Responsible Party	Resources
Establish a global picture of EVC's current communication procedures	Conduct Needs Assessment to define strengths and weaknesses of college communication 1. conduct focus groups with constituents 2. Assess effectiveness of student communication 3. Assess internal-including DO and external communication	2016-2017	President, Dean of Institutional Effectiveness (IE), College Council	Existing Human, Physical, Technology, and Financial resources will be repurposed to meet this action step.
	Follow up on Planning Effectiveness 2016 recommendations *training committee chairs *Facilitating communication between committees	Fall 2016, Ongoing	Professional Development Center (PDC), Institutional Effectiveness Committee (IEC), College Council	Existing Human, Physical, Technology, and Financial resources will be repurposed to meet this action step.
Establish Campus Communication Plan	-internal communication *messaging campus changes *communication with DO *committee communication -external communication *messaging to students *messaging to community	2017-2018, Ongoing	President, College Council, communication advisory group (constituents and DO representation)	Existing Human, Physical, Technology, and Financial resources will be repurposed to meet this action step.
Facilitate reporting between shared governance entities (bidirectional)	-Revise shared governance handbook	Summer/Fall 2016	Staff Development Chair, Academic Senate College Council	Existing Human, Physical, Technology, and Financial resources will be repurposed to meet this action step.
	-Conduct committee chair training including integrated planning activities	Fall 2016	Professional Development Center (PDC), Institutional Effectiveness Committee (IEC), College Council	Existing Human, Physical, Technology, and Financial resources will be repurposed to meet this action step.
Increase frequency and quality of dialogue	Create time and space for dialogue	Fall 2016, Ongoing	President, College Council, Academic Senate, Dean of IE and researcher	Existing Human, Physical, Technology, and Financial resources will be repurposed to meet this action step.
	Facilitate "culture of inquiry"- use data to inform change	Fall 2016, Ongoing	President, College Council, Academic Senate, Dean of IE and researcher	Existing Human, Physical, Technology, and Financial resources will be repurposed to meet this action step.

Desired Outcome: Establish a global picture of EVC's current communication procedures

Conduct Needs Assessment to define strengths and weaknesses of college communication

- 1. Conduct focus groups with constituents***
- 2. Assess effectiveness of student communication***
- 3. Assess internal-including District Office and external communication***

Action Steps to Date

EVC has conducted both in-person focus groups as well as surveys with students over the last two years.

Market research was conducted in [2017](#) and presented in [June of 2017-pp.55](#) which included primary research conducted by the District Office; a quantitative online student survey; qualitative interviews with the District's Outreach Specialist; and a quantitative online survey of faculty and staff at EVC (as well as San Jose City College). The research informed the campus about important factors in students' decision to attend EVC, the individuals who influenced the student to attend EVC, the characteristics that describe EVC's students, their social media preferences and tendencies, and much more.

A [staff communication survey](#) was conducted in March of 2017 and in spring 2019 to help the campus better understand the effectiveness of the communications tools and strategies. In addition, student in-person focus groups (consisting of 85 students) were conducted to help inform the direction of a new, EVC marketing campaign and to be able to listen to why students attend EVC and what perception they have of the institution.

In addition, in October of 2019, the Research, Planning and Institutional Effectiveness Office at EVC delivered the results of an online [Student Voice Survey](#), which highlighted challenges to staying in school and at EVC, devices students bring onto campus, students' feelings on campus climate, how many hours they work, and much more.

Desired Outcome: Establish a Campus Communications Plan

Internal Communication:

- Messaging campus changes***
- Communication with District Office***
- Committee Communication/external communication***
- Messaging to students***
- Messaging to community***

Action Steps to Date

In February of 2019, EVC hired its first, full-time/permanent Director of Marketing and Public Relations. This individual convened four [student focus groups](#), reviewed the findings from both the 2017 staff survey as well as the results of the 2017 market research, all of which helped inform the new marketing/communications plan.

Marketing/Communications Plan

In the Fall of 2019, the Director of Marketing and Public Relations completed and presented a campus marketing, [communications](#) branding plan for EVC. This plan included a branding analysis, marketing goals, internal communications strategies and approaches as well as external communications strategies and approaches. The plan was approved by the President of EVC and has since been presented to the Associated Student Government Board, Academic Senate, the Classified Senate, and [College Council](#).

Messaging Campus Changes/EVC E-Magazine (Newsletter)

As part of the internal communications efforts, the marketing team created and distributed an internal newsletter on the Constant Contact platform. Three, [bi-monthly newsletters](#) have been created and distributed to all EVC staff to date. The newsletters include the following elements:

- Letter from the President/Chancellor;
- Important campus news and changes;
- Faculty spotlight;
- Classified professional spotlight;
- Alumni feature; and
- Program highlights.

In order to maintain open communication with the campus community during the [COVID-19](#) Pandemic, beginning in early March 2020, campus messaging increased including emails, updates on social media, and virtual forums. In addition to providing on time and accurate communication, the marketing team launched an internal campaign, [#EVCIMPACT](#), in order to support college community morale by sharing positive student success stories.

Learnings and Insight: The creation of the emailed newsletters has been met with great success and positive feedback from faculty and staff. The campus will look at the value and the team's capacity to increase the frequency of newsletters to once a month. Right now, once every other month is working well, but there are plans for expanding the newsletter to include more features and content.

Communication with the District Office

EVC stays in regular communication with the District Office. On a monthly basis, the EVC President leverages board meetings as an opportunity to highlight relevant [EVC news](#), updates and information. EVC Marketing created an 11x17, photo-heavy montage to highlight EVC in the news, the launching of the new marketing campaign, staff development, important student activities, and more.

In addition, once a year, EVC has an opportunity to host a board meeting on campus and the campus is provided 45 minutes to highlight successes, programs and information to the board members. On Tuesday, April 9, 2019 EVC presented on "[The Power of Partnerships.](#)" Partnerships between the Automotive Technology program and Tesla, the Nursing program and San Jose State University, the EVC Office of Student Life and Second Harvest Food Bank and New Seasons Market, and the Translation & Interpretation program and Somos Mayfair were highlighted.

Learnings and Insight: The intentional focus on more tangible handouts and information to the Board of Trustees has been a step in the right direction. We have improved communication and have had more direct access and connection to the board through presentations and through the District Office. More targeted outreach around press releases and new coverage might be another step in the right direction to provide more, consistent updates and information to the Board Members and to the District Office on a more consistent basis.

Messaging to Students

In addition to the newsletter communication to staff, EVC marketing team has launched a series of student communications starting in the fall of 2019, leveraging Constant Contact as the platform with the intention of increasing open rates of emails to students due to the graphical nature of the emails as well as the ability to track clicks and opens. To date, thirteen emails have been sent to 9,500+ students and a template has been built to launch a regular, multi-story newsletter for all students. Tracking mechanisms have been put in place to determine the effectiveness of the emails to date, with the open rates listed below. The emails have included an announcement about a [drop-in flu shot clinic](#) (39% open rate), information regarding the [PG&E power outage](#) on campus (54% open rate), [free medical care](#) on campus for all eligible students (28% open rate), Pre-Admission advising on campus for all students interested in applying to [CSU East Bay](#) (33% open rate), and nine student communications regarding [COVID-19](#) related updates (63% average open rate).

[Social media](#) has also been used to increase communication efforts to engage students on a regular basis. EVC now uses Facebook, Twitter, LinkedIn, YouTube (new channel launched April 22, 2019) and Instagram (launch in August of 2019). The social media has been used to promote upcoming campus events, new faculty hires, highlight events that took place, and share relevant campus news/information, including updates related to the COVID-19 Pandemic. Please see statistics below on the growth of EVC social media in the past year (since April 20, 2019).

1. Facebook: followers increased by 19%, posts have earned nearly 1.1 M total impressions
2. Twitter: followers increased by 25%, tweets have earned over 330,000 impressions and been retweeted 132 times, receiving over 500 likes
3. LinkedIn: followers increased over 1,000 to 13,013 and have earned nearly 117,000 impressions

Finally, EVC includes students in the shared governance processes. Student Trustees representing each college report to the Board of Trustees and attend board meetings. The Associated Student Government has student representatives attend College Council, as well as the Budget and other shared governance committees when students are available and not in class.

Learnings and Insight: The increased efforts around communication with the entire student population have been mission critical and very successful. While many of the marketing efforts have only been recent, it is clear that knowing how many students open/read emails will continue to provide EVC with great insight. It is also critical to know that important information is at least being sent to every student. Relying only on social media for communication only touches a percentage of the total student population.

Messaging to the Community

As part of the EVC Marketing/[Communications Plan](#), a multi-tiered approach has been put in place to communicate EVC value propositions to the community. EVC has leveraged students in a two-day photoshoot and developed a new look and feel and marketing campaign. The campaign has been executed on buses and billboards, as well as digital strategies such as paid online search, and geo-targeting digital ads in specific geographies to targeted populations. Additional strategies in the spring of 2019/2020 include video ads in movie theaters, social media influencer campaigns, bus shelters, student car advertising, and targeted multi-language digital strategies.

Desired Outcome: Facilitate reporting between shared governance entities

- 1. Revise Shared Governance Handbook***
- 2. Conduct committee chair training including integrated planning activities***

Action Steps To Date

Revise Shared Governance Handbook

In 2016-2017, the shared governance [committee chairs](#) met to in order to increase communication between the committees, establish standardized operational rules for the committees and revise the 2012 shared governance handbook. With regards to the handbook, committee chairs worked with committee members to ensure the currency of the committee purpose and reporting structure. Validating the integral connection of the work of the shared governance committees in college planning, the elements of the shared governance handbook were revised and included in the 2019 [Integrated Planning Manual pp.15-29](#).

Conduct committee chair training including integrated planning activities

To foster communication between committees and ensure integration of campus planning activities, the shared governance [committee chairs](#) began meeting monthly in fall 2016. Meetings with the shared governance chairs continued through spring 2017. During the meetings, the chairs established standardized committee criteria such as committee evaluation, annual goal setting and ground rules for overall committee structure. Once the structures were established and implemented, the shared governance chairs no longer met regularly, but received annual communication for shared governance committee chair reminders, at the beginning of fall semester, from the chair of the Institutional Effectiveness Committee. In addition, the alignment work of the shared governance chairs with regards to standardized operational rules for committees are included in the [Integrated Planning Manual \(pages 16-30\)](#).

Desired Outcome: Increase frequency of quality of dialogue

- 1. Create Time & Space for Dialogue***
- 2. Facilitate 'culture of inquiry' to use data to inform change***

Action Steps To Date

Create Time & Space for Dialogue

Creating time and space for dialogue has been a priority at EVC. On average, twice a year EVC hosts a [campus forum](#), which allows all staff and faculty to share concerns that are on their minds. The college remained committed to the importance of campus forums especially during the

[COVID-19](#) pandemic. In March and April, the college President hosted two virtual forums with a town hall format, one for college staff and one for students. The staff virtual town hall on March 31, 2020 had 221 live participants and 85 views of the recording. The student virtual town hall occurred on April 2, 2020 with 75 live participants and an additional 1,075 views of the recording.

Other regular meetings offer ongoing opportunities for dialogue. The bi-monthly Administrative Council, which brings together the President, Vice Presidents, Deans, Directors, and Supervisors always includes an open conversation and space for relevant topics and dialogue to occur. On August 8, 2019, the EVC President and Marketing Director hosted the first in a series of formal meetings/conversations with the Associated Student Government (ASG) officers. This meeting provided an opportunity for ASG officers to hear from the President: what issues were important to the President and the campus. It also provided an opportunity for the President to hear from ASG: what issues are important to the students, and to begin a regular conversation. In addition, EVC's Professional Development Days (PDD), both in the spring and fall are important opportunities for dialogue. The platform allows for EVC Vice Presidents to share relevant updates in their respective areas. In addition, breakout sessions are implemented for more engaging dialogue on a host of topics. For example, EVC's [Fall 2019 PDD](#) was focused on "health" (mental, physical, emotional, financial, etc.). It allowed for a number of relevant sessions and included the completion of a month-long all-campus steps challenge.

Learnings and Insight: Creating time and space for dialogue is an incredibly important aspect to the overall health of the campus. Creating a healthy environment and college culture where the student body and representatives can voice their opinions about concerns and issues regarding the overall college climate is very important. The college has maintained this commitment especially through challenges including change in leadership and the COVID-19 pandemic. These challenges either delayed or increased some of the regular cadence for dialogue that was consistent in the past, such as campus forums and regular meetings with the Associated Student Government officers. Getting both of these (and potentially other opportunities for dialogue) back to regular schedules will be a priority in future semesters.

Facilitate 'culture of inquiry' to use data to inform change

The Institutional Effectiveness Office created a dashboard to visualize the Chancellor's Office Vision for Success Goals, which EVC has adopted as the Institutional Set Standards, and the incremental change towards meeting these goals. The dashboard was created utilizing Power Business Intelligence (PowerBI) and is housed on the District Office's server, with a link on the Institutional Effectiveness webpage ([Vision for Success-Institutional Set Standards Dashboard](#)).

All faculty undergoing [Comprehensive Program Review](#) are trained on the template, the data collection, and the data analysis. Programs are required to set their own goals towards student success and compare their own progress with the college's progress towards meeting success and completion goals.



Annual Fiscal Report
Reporting Year: 2018-2019
Final Submission
05/02/2020

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

General Information

#	Question	Answer
1.	Confirm the correct college's report	Confirmed
2.	District Name:	San Jose Evergreen Community College District
3.	a. Name of College Chief Business Officer (CBO) b. Title of College CBO c. Phone number of College CBO d. E-mail of College CBO e. Name of District CBO f. Title of District CBO g. Phone number of District CBO h. E-mail of District CBO	Andrea Alexander Vice President of Administrative Services 408-223-6748 andrea.alexander@evc.edu Jorge Escobar Interim Vice Chancellor, Administrative Services 408-270-6426 jorge.escobar@sjeccd.edu

DISTRICT DATA (including single college organizations) Revenue

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
4.	a. Total Unrestricted General Fund Revenues	\$ 108,405,881	\$ 116,972,577	\$ 134,284,775
	b. Other Unrestricted Financing Sources (Account 8900)	\$ 602,885	\$ 1,013,091	\$ 282,459
(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
5.	a. Net (Adjusted) Unrestricted General Fund Beginning Balance	\$ 17,761,833	\$ 17,417,246	\$ 17,815,022
	b. Net Unrestricted General Fund Ending Balance, including transfers in/out	\$ 17,389,728	\$ 17,815,022	\$ 25,979,329

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
6.	a. Total Unrestricted General Fund Expenditures(including account 7000)	\$ 109,380,871	\$ 117,587,892	\$ 126,402,927
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$ 92,680,264	\$ 100,257,485	\$ 109,843,166
	c. Other Unrestricted General Fund Outgo (6a - 6b)	\$ 16,700,607	\$ 17,330,407	\$ 16,559,761
	d. Unrestricted General Fund Ending Balance	\$ 17,389,728	\$ 17,815,022	\$ 25,979,329

Liabilities

		FY 16/17	FY 17/18	FY 18/19
7.				

	Did the district borrow funds for cash flow purposes?	<input type="text" value="No"/>	<input type="text" value="No"/>	<input type="text" value="No"/>
8.	Total Borrowing	FY 16/17	FY 17/18	FY 18/19
a.	Short-Term Borrowing (TRANS, etc)	<input type="text" value="\$ 0"/>	<input type="text" value="\$ 0"/>	<input type="text" value="\$ 0"/>
b.	Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	<input type="text" value="\$ 0"/>	<input type="text" value="\$ 0"/>	<input type="text" value="\$ 0"/>
9.	a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	<input type="text" value="No"/>	<input type="text" value="No"/>	<input type="text" value="No"/>
b.	What type(s)	<input type="text" value="na/"/>	<input type="text" value="n/a"/>	<input type="text" value="n/a"/>
c.	Total amount	<input type="text" value="\$ 0"/>	<input type="text" value="\$ 0"/>	<input type="text" value="\$ 0"/>
10.	Debt Service Payments (Unrestricted General Fund)	FY 16/17	FY 17/18	FY 18/19
		<input type="text" value="\$ 2,441,967"/>	<input type="text" value="\$ 2,471,304"/>	<input type="text" value="\$ 2,484,380"/>

Other Post Employment Benefits

	(Source: Most recent GASB 74/75 OPEB Actuarial Report)	FY 18/19		
11.	a. Total OPEB Liability (TOL) for OPEB	<input type="text" value="\$ 34,383,314"/>		
b.	Net OPEB Liability (NOL) for OPEB	<input type="text" value="\$ -10,596,307"/>		
c.	Funded Ratio [Fiduciary Net Position (FNP/TOL)]	<input type="text" value="131 %"/>		
d.	NOL as Percentage of OPEB Payroll	<input type="text" value="-30 %"/>		
e.	Service Cost (SC)	<input type="text" value="\$ 124,454"/>		
f.	Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	<input type="text" value="\$ 0"/>		
12.	Date of most recent GASB 74/75 OPEB Actuarial Report - use valuation date (mm/dd/yyyy)	<input type="text" value="6/30/2019"/>		
13.	a. Has an irrevocable trust been established for OPEB liabilities?	<input type="text" value="Yes"/>		
b.	Amount deposited into Irrevocable OPEB Reserve/Trust	FY 16/17	FY 17/18	FY 18/19
		<input type="text" value="\$ 0"/>	<input type="text" value="\$ 0"/>	<input type="text" value="\$ 0"/>
c.	Amount deposited into non-irrevocable Reserve specifically for OPEB	<input type="text" value="\$ 0"/>	<input type="text" value="\$ 0"/>	<input type="text" value="\$ 0"/>
d.	OPEB Irrevocable Trust Balance as of fiscal year end	<input type="text" value="\$ 45,726,800"/>	<input type="text" value="\$ 44,979,621"/>	<input type="text" value="\$ 44,720,185"/>

Cash Position

14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined Balance Sheet Total accounts 9100 through 9115)	FY 16/17	FY 17/18	FY 18/19
		<input type="text" value="\$ 29,111,921"/>	<input type="text" value="\$ 34,094,038"/>	<input type="text" value="\$ 39,220,906"/>
15.	Does the district prepare cash flow projections during the year?	<input type="text" value="Yes"/>		

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	<input type="text" value="12/31/2019"/>
NOTE: Audited financial statements are due to the ACCJC no later than 4/3/2020. A multi-college district may submit a single		

	district audit report on behalf of all the colleges in the district.	
17.	Summarize Material Weaknesses and Significant Deficiencies from the annual audit report (enter n/a if not applicable):	
	FY 16/17	N/A
	FY 17/18	(1) Form 700 not timely filed by one executive staff and two MSC members. (2) Cash collections at SJCC not controlled/documentated with a pre-numbered receipt. Monthly reports not provided to departments for purposes of reconciliation. (3) Office of Academic Support employees have access to add new adjunct employees in Colleague, as well as to input the payroll.
	FY 18/19	(1) Office of Academic Support employees have access to add new adjunct employees in Colleague, as well as to input the payroll.

Other District Information

		FY 16/17	FY 17/18	FY 18/19
18.	a. Final Adopted Budget ♦ budgeted Full Time Equivalent Students (FTES) (Annual Target)	11,352	11,913	12,245
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	11,352	11,913	12,245
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	0	0	0
20.	a. During the reporting period, did the district settle any contracts with employee bargaining units?	Yes		
	b. Did any negotiations remain open?	Yes		
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	None		

College Data

21.	NOTE: For a single college district the information is the same that was entered into the District section of the report.	FY 16/17	FY 17/18	FY 18/19
	a. Final Adopted Budget ♦ budgeted Full Time Equivalent Students (FTES) (Annual Target)	6,254	6,514	6,753
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	6,254	6,514	6,753
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	\$ 41,362,850	\$ 43,955,227	\$ 47,509,383
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	\$ 41,130,971	\$ 42,666,123	\$ 44,930,454
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	\$ 17,389,728	\$ 17,815,022	\$ 25,979,329
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	3 %	4 %	3 %
26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	Cohort Year 2014 14 %	Cohort Year 2015 11 %	Cohort Year 2016 9 %
27.				

Were there any executive or senior administration leadership changes at the College during the fiscal year, including June 30? List for the College or for Single College District

No

Please describe the leadership change(s)

The data included in this report are certified as a complete and accurate representation of the reporting college.

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Appendix List

Midterm Report Preparation

- [External \(2016 ISER\)](#)
- [Action Letter from the Commission \(2017\)](#)
- [Reaffirmation Letter \(2018\)](#)

College Progress on Plans Arising Out of the 2016 Self Evaluation Process

- [December 9, 2019 \(College Council Meeting Minutes\)](#)
- [February 11, 2020 \(Board of Trustees Meeting Agenda\)](#)
- [Integrated Planning Manual](#)
- [\(CTSS\)\(Administrative Program Review\)](#)
- [Schedule \(Program Review Schedule\)](#)
- [Distance Education 18-19 program review](#)
- [CurriQunet \(Disaggregated by delivery modality\)](#)
- [CurriQunet-AJ \(SLO Assessment Sample\)](#)
- [Assessment matrix \(Sample SLO Assessment Matrix\)](#)
- [Institution-wide training \(CurriQunet SLO Assessment Training\)](#)
- [SLO Handbook](#)
- [College PLO assessment matrix](#)
- [Program review \(Sample program review Section C, SLO Assessment\)](#)
- [PLO assessment is captured in CurriQunet](#)
- [Guided Self-Placement \(student self-placement for math and English courses\)](#)
- [ILO Assessment Matrix](#)
- [November 1, 2016 \(SLO Disaggregation Report to Academic Senate\)](#)
- [October and December 2017 \(ILO Assessment Report to SLOAC Committee\)](#)
- [ILO assessment matrix](#)
- [Campus activities \(ILO Assessment campus activities\)](#)
- [Program review \(Sample program review Section C, SLO Assessment\)](#)
- [Institutional Learning Outcomes](#)
- [Enrolling in online student orientation-canvas](#)
- [Online counseling appointment](#)
- [Online appointment system](#)
- [MyPath](#)
- [Online tutoring options](#)
- [Student Equity and Achievement Plan Report](#)
- [Online proposal \(student equity resourced projects\)](#)
- [Presentations \(high school partner day college presentations\)](#)
- [Professional Development Plan](#)
- [BP/AP Review Process Flowchart](#)
- [District Council \(sample meeting minutes discussing BP/AP procedures\)](#)
- [Timeline \(BP/AP review process and timeline\)](#)
- [Campus email \(Academic Senate President email discussing senate action on BP/APs\)](#)
- [Frequent meetings \(sample meeting minutes from the research collaborative meetings\)](#)
- [Delineation of functions map](#)

College Response to Recommendations for Improvement

- [Integrated Planning Manual](#)
- [Program Review Process](#)
- [Scheduled \(Program Review college schedule\)](#)
- [Feedback \(sample minutes from the Institutional Effectiveness Committee Meeting reviewing program review feedback\)](#)
- [CurriQunet \(sample disaggregation of SLO Assessment by delivery mode\)](#)
- [Program Review Process](#)
- [Distance Education Program Review](#)
- [Resource allocation request](#)
- [Timeline \(BP/AP review process and timeline\)](#)
- [campus email \(Academic Senate President email discussing senate action on BP/APs\)](#)
- [advisory group \(district policy advisory group\)](#)
- [2016 Institutional Self Evaluation Report \(ISER\)](#)
- [Student Learning Outcomes Assessment Committee \(sample SLO assessment reports to Academic Senate\)](#)
- [SLO Coordinator \(training opportunity at college Professional Development Day Fall 2018\)](#)
- [SLO Assessment matrices \(sample SLO assessment process before implementing CurriQunet assessment\)](#)
- [CurriQunet-AJ \(SLO Assessment sample in CurriQunet\)](#)
- [Program review process \(19/20 College Instructional Program Review Template\)](#)
- [Program review \(excerpt of PLO/SLO Assessment in program review\)](#)
- [Follow-Up Report](#)
- [ACCJC 2018 Letter](#)
- [Purged \(established purge and scan plan for secured student documents\)](#)
- [College program review template \(19/20 College Instructional Program Review Template\)](#)
- [Budget allocation process](#)
- [Budget Committee](#)
- [Shared governance process](#)
- [Integrated Planning Manual](#)
- [Periodic updates \(sample schedule of participatory governance reports to college council\)](#)
- [Committee progress \(sample college council minutes showing committee updates\)](#)
- [Faculty hires \(sample college council minutes showing faculty hire list process\)](#)
- [Campus forums](#)
- [Governance survey](#)

District Response to Recommendations for Improvement

- [Sample Q Report FY19-20 Q3 Quarterly Budget Report](#)
- [SJECCD- Budget Allocation Attachments](#)
- [HMR.Perf.Audit.SJECCD.112619](#)
- [Sample District Budget Committee Meeting minutes 12/19/10](#)
- [San-Jose-Evergreen Community College District 2018-2025 Strategic Priorities
“RESOURCE ALLOCATION MODEL FOR INSTITUTIONAL TRANSFORMATION Presented to the Honorable Board of Trustees San Jose-Evergreen Community College District June 11, 2019”](#)
- [RAM Final Steps Breakdown](#)
- [Ends Statement and Ends Policies](#)
- [RAM Adoption detailed Board of Trustees 06.06.2019](#)
- [Consultant Report Final RAM Report 8.25.17](#)

- [Sample RAM Task Force Meeting Minutes](#)
- [RAM Final Steps Breakdown](#)
- [District Committee Evaluation Proposal 12-18-19](#)
- [Sample Survey-District Council Self Evaluation Survey for 2019-20](#)
- [AB/BP process Flow Chart v2](#)
- [District Council mins Flow chart Process discussion 12/ 19 19 See Highlighted](#)
- [Sample BP.AP Review Status for District Council 4.23.20](#)
- [Documentation of BPAP Review Mrgs. January 22,23, 2020](#)
- [Sample List of BP-AP's Under Review-District Council 11.14.2019](#)

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

- [Student Learning Outcomes Assessment Committee \(updates provided to Academic Senate\)](#)
- [CurriQunet \(sample SLO Assessment in CurriQunet\)](#)
- [SLO survey in Fall 2019 \(faculty survey\)](#)
- [2018/2019 Nursing Program Review](#)
- [ESL faculty \(sample SLO assessment success stories\)](#)
- [Global Ends Statements & Policies](#)
- [Annual Report](#)
- [Comprehensive Program Review](#)
- [Student Equity and Achievement Plan Report](#)
- [Vision for Success-Institutional Set Standards Dashboard](#)
- [Global Ends Statements & Policies](#)
- [Presented \(Board Ends Policy Report\)](#)

Action Steps for Quality Focus Essay (QFE) Project 1

- [Integrated Planning Manual](#)
- [October 7, 2019 \(approval of the Integrated Planning Manual at the Institutional Effectiveness Committee\)](#)
- [November 5th \(Academic Senate consent agenda for Integrated Planning Manual\)](#)
- [December 9th, 2019 \(college council meeting minutes approving integrated planning manual\)](#)
- [Research agenda](#)
- [Educational Master Plan](#)
- [Integrated Planning Manual](#)
- [Student Equity and Achievement \(SEA\) Program](#)
- [Annual Self-Evaluation \(governance committee annual evaluation\)](#)
- [Governance Survey](#)
- [External Requests \(campus research request form\)](#)
- [Internal Requests \(campus research request form\)](#)
- [Annual report \(College 2020 ACCJC Annual Report\)](#)
- [Comprehensive Program Review](#)
- [Global Ends Statements & Policies](#)
- [\(Vision for success dashboard\)](#)
- [Survey results \(participatory governance 2019 survey results\)](#)
- [Results](#)

Action Steps for Quality Focus Essay (QFE) Project 2

- [2017](#) (San Jose Evergreen Community College District Rebranding Initiative Report)
- [June of 2017-pp.55](#) (student survey participation)
- [Staff communication survey](#)
- [Student Voice Survey](#)
- [Student focus groups](#)
- [Communications](#) (19-10 College Communications Plan)
- [College Council](#) (College Council meeting minutes reflecting communication plan discussion)
- [Bi-monthly newsletters](#)
- [COVID-19](#) (summary of communication related to COVID-19)
- [#EVCIMPACT](#)
- [EVC news](#)
- [The Power of Partnerships](#) (college board presentation)
- [Drop-in flu shot clinic](#) (sample notification)
- [Drop-in flu shot clinic](#) (sample notification)
- [PG&E power outage](#) (sample notification)
- [Free medical care](#) (sample notification)
- [CSU East Bay](#) (notification of campus visit)
- [COVID- 19](#) (summary of communication related to COVID-19)
- [Social media](#)
- [Communications Plan](#)
- [Committee chairs](#) (email summarizing chair meetings)
- [Integrated Planning Manual pp.15-29](#)
- [Committee chairs](#) (email summarizing chair meetings)
- [Integrated Planning Manual \(pages 16-30](#)
- [Campus forum](#)
- [COVID-19](#) (summary of communication related to COVID-19)
- [Fall 2019 PDD](#)
- [Vision for Success-Institutional Set Standards Dashboard](#)
- [Comprehensive Program Review](#)