



Evergreen Valley College



SUBSTANTIVE CHANGE PROPOSAL

January 2016

DISTANCE EDUCATION

A proposal to offer 50% or more courses through online modalities.

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A. DESCRIPTION OF THE PROPOSED CHANGE

A 1. BRIEF DESCRIPTION

Evergreen Valley College (EVC) submits this *Substantive Change Proposal to Offer More Than 50 Percent of Course Units for Programs, Degrees, and Certificates Through Distance Education* to request approval to offer 21 associate degrees and 4 certificates with 50 percent or more of their courses approved for offering via distance education.

The courses offered through a distance education modality are most often general education courses. At EVC, the general education (GE) requirement amounts to a minimum of nine courses. ([Appendix A](#)) When combined with a degree's core courses and restricted electives, a program that is not otherwise achievable in distance education (DE) mode falls into the 50% or more category. As such, the availability of these degrees with the distance education components **may** constitute a substantive change in programs offered.

A 2. RELATIONSHIP TO THE MISSION

The mission of Evergreen Valley College reflects the core values of the institution in meeting the needs of its diverse community:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students. We offer associate degrees, associate degrees for transfer, certificates, career technical education, transfer coursework, and basic skills education.

Through the use of Strategic Initiatives, the college plans and focuses on specific areas in order to further enhance the completion of its mission:

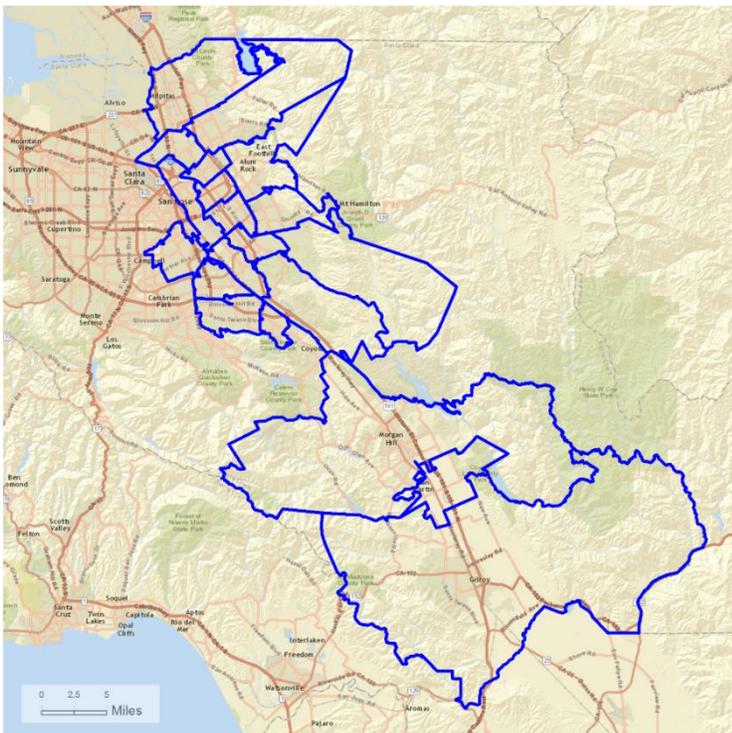
1. *Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:*
 - *Access*
 - *Curriculum and Programs*
 - *Services*
2. *Community Engagement: We create a trusting environment where everyone is valued and empowered. Areas of focus are:*
 - *Increase Visibility*

- *Develop Strategic Partnerships*
- *Building Campus Community*
- 3. *Organizational Transformation: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:*
 - *Student Access: Completion of Educational Goals*
 - *Employee Development*
 - *Transparent Infrastructure*

Access to education is core to the mission of Evergreen Valley College. We strive to meet our students where they are—whether they seek basic skills, transfer course work, career and technical training, associate degrees, associate degrees for transfer, or lifelong learning—and provide them with the best services possible. The college currently offers a total of 34 associate degrees and 23 certificates ([Appendix B](#)). By providing distance education courses, access to education opens to single parents, working adults, and the physically disabled.

Since opening in 1975, Evergreen Valley College has used distance education to meet the needs of its community. Initially, the college provided telecourses through the independent study program ([Appendix C](#)). As technology changed, online courses began development in 1999 with I119 Tutor Training; some telecourses were migrated to an electronic format. In 2010 telecourses were eliminated while new hybrid and online courses were created. A focus on student access and success is always at the forefront of the mission and objectives at EVC.

A 3. RATIONALE FOR THE CHANGE



The effective service area of Evergreen Valley College includes the cities of San Jose, Milpitas, Morgan Hill and Gilroy.



The majority of students come from San Jose, with the largest groups from the eastern and southeastern areas of the city.

<i>City of Residence</i>	2010	2011	2012	2013	2014	5-Year Change	2-Year Change
<i>San Jose</i>	8,635	8,739	8,520	8338	8230	- 4.69%	- 1.30%
<i>Other</i>	1,324	1,249	615	423	399	- 69.86%	-5.67%
<i>Milpitas</i>	162	185	170	145	148	- 8.64%	2.07%
<i>Morgan Hill</i>	79	153	145	170	172	-3.91%	1.18%
<i>Gilroy</i>	109	94	89	99	102	-6.42%	3.03%
<i>Santa Clara</i>	67	61	46	43	47	-29.85%	9.30%
<i>Fremont</i>	45	59	40	29	19	-57.78%	-34.48%
<i>Sunnyvale</i>	34	34	28	25	24	-29.41%	-4.00%
<i>Campbell</i>	29	37	34	26	25	-13.79%	-3.85%
<i>Los Gatos</i>	9	12	5	10	7	-22.22%	-30.00%
<i>Total</i>	10,593	10,623	9,692	9,308	9,173	-13.41%	-1.45%

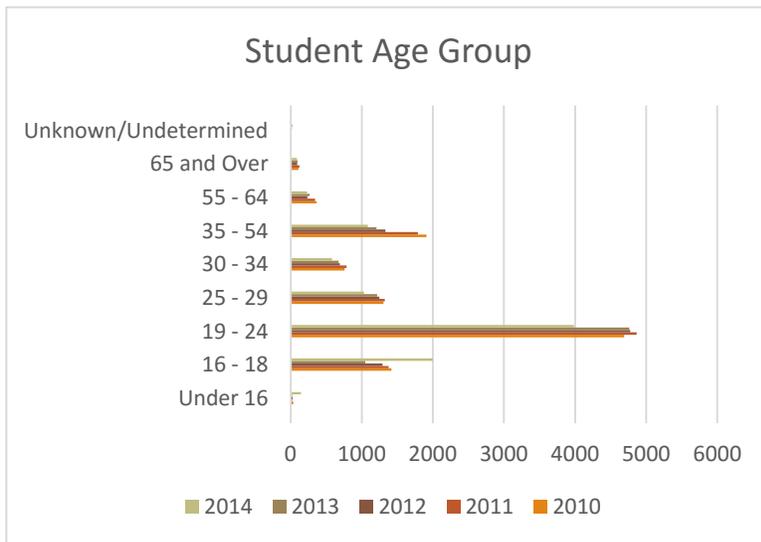
Although there was a decline in enrollments in 2012, longitudinal student demographic data demonstrates that the areas of student residence the college serves remains consistent.

<i>Zip Code</i>	2010	2011	2012	2013	2014	5-Year Change	2-Year Change
<i>95111</i>	1,171	1,174	1,176	1133	1134	-3.16%	0.09%
<i>95112</i>	237	228	250	255	246	3.80%	-3.53%
<i>95116</i>	408	478	457	491	491	20.34%	0.00%
<i>95122</i>	918	988	1016	1007	1040	13.29%	3.28%
<i>95123</i>	502	517	507	467	497	-1.00%	6.42%
<i>95125</i>	114	105	86	79	73	-35.96%	-7.59%
<i>95126</i>	58	50	30	46	44	-24.14%	-4.35%
<i>95127</i>	884	906	847	870	856	-3.17%	-1.61%
<i>95128</i>	54	32	37	50	40	-25.93%	-20.00%
<i>95136</i>	372	379	352	337	333	-10.48%	-1.19%
<i>Other</i>	5,875	5,766	4,934	4,573	4,419	-24.78%	-3.37%
<i>Total</i>	10,593	10,623	9,692	9,308	9,173	-13.41%	-1.45%

When looking at student demographic data by zip code, the greatest change over five years is the drop in students from zip codes 95128, 95125, and 95126. These areas are in the Fruitdale, Willow Glen, and

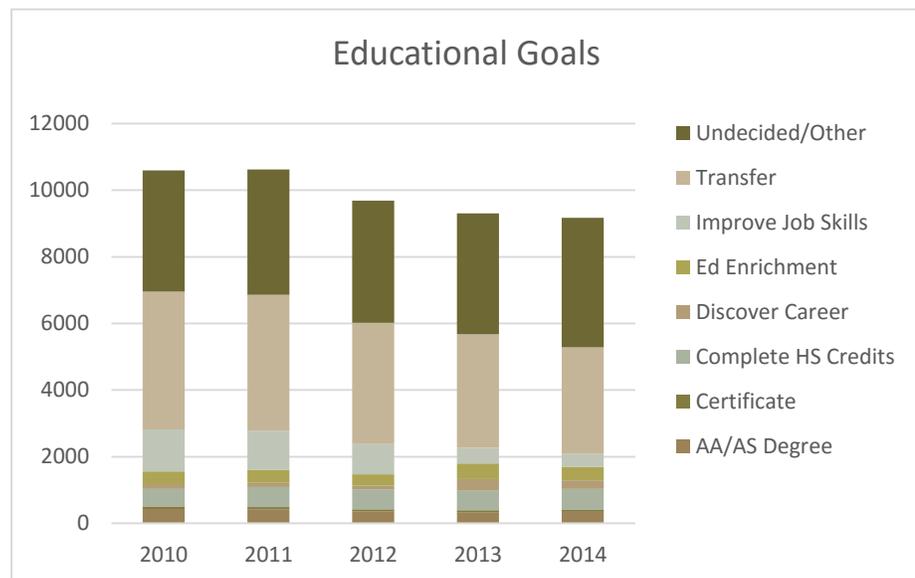
Rose Garden neighborhoods of San Jose, and are much closer to EVC’s sister college San Jose City College.

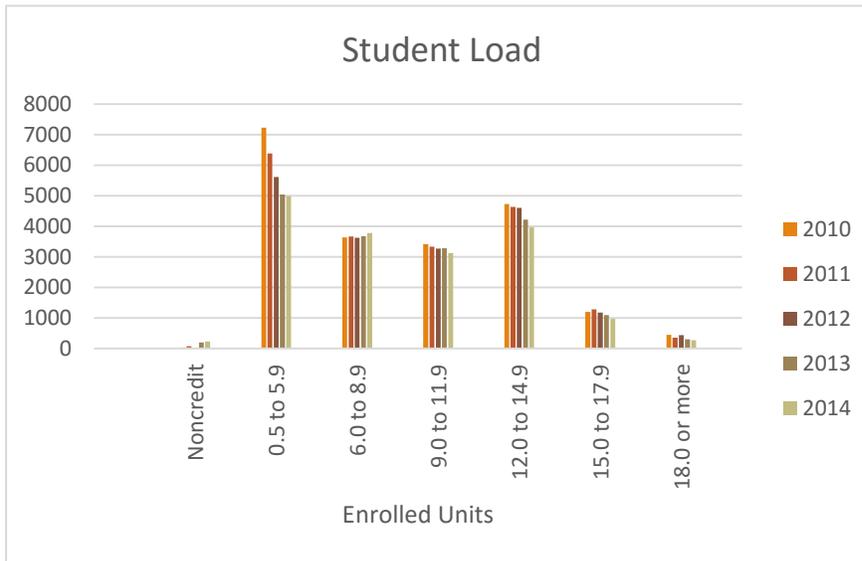
Providing educational opportunities via distance education is one significant way in which Evergreen Valley College “empowers students” by using “flexible methodologies.” Online course availability is developed to meet student demand and to increase educational opportunities for EVC’s community of diverse learners, many of whom need a flexible alternative to face-to-face instruction in order to achieve their educational goals. Often impacted courses are proposed to add an online modality to offer students and faculty additional alternatives in their schedules.



The majority of EVC students are 19-24 years of age with students aged 25-35 the next largest group of students. Slightly more than half are female.

More than half of all students are seeking an Associate of Arts or Associate of Science degree and plan on transferring to a four year institution.





Approximately 5000 enroll at full-time status (12 or more units), but the greatest number of students are enrolled part-time. Of the part-time students most are enrolled in fewer than six units.

The reasons for part-time enrollment are varied: skill level, economics, family obligations, work obligations, and transportation to name a few.

While most EVC students attend part-time, when examining labor market data for the next ten years, it is obvious that the greatest areas of growth with the largest number of positions in the job market will



2012-2022 Comparison of Growing Occupations by Entry Level Education Santa Clara and San Benito Counties

Fastest Growing (New Jobs from Industry Growth)	Entry Level Education	Largest Growing (New Jobs and Replacement Needs)
Pharmacists (38.5% or 500 jobs) Health Specialties Teachers, Postsecondary (35.7% or 150 jobs) Biochemists and Biophysicists (27.8% or 220 jobs) Computer and Information Research Scientists (27.3% or 480 jobs) Physical Therapists (27.1% or 230 jobs) Nurse Practitioners (36.4% or 160 jobs) Healthcare Social Workers (27.0% or 300 jobs) Occupational Therapists (22.0% or 90 jobs) Rehabilitation Counselors (20.4% or 110 jobs) Education Administrators, Postsecondary (19.5% or 260 jobs)	Doctoral or Professional Degree	Lawyers (1,980 jobs) Pharmacists (800 jobs) Medical Scientists, Except Epidemiologists (760 jobs) Computer and Information Research Scientists (760 jobs) Physical Therapists (440 jobs)
Operations Research Analysts (64.9% or 630 jobs) Software Developers, Applications (42.8% or 11,450 jobs) Market Research Analysts and Marketing Specialists (36.3% or 2,760 jobs) Database Administrators (35.8% or 480 jobs) Biomedical Engineers (35.4% or 290 jobs) Web Developers (42.0% or 810 jobs)	Master's Degree	Education Administrators, Postsecondary (610 jobs) Educational, Guidance, School, and Vocational Counselors (570 jobs) Healthcare Social Workers (540 jobs) Education Administrators, Elementary and Secondary School (370 jobs) Librarians (250 jobs)
Medical and Clinical Laboratory Technicians (30.4% or 240 jobs) Respiratory Therapists (30.0% or 210 jobs) Registered Nurses (29.4% or 4,150 jobs) Medical Equipment Repairers (29.0% or 200 jobs)	Bachelor's Degree	Software Developers, Applications (14,880 jobs) Software Developers, Systems Software (7,990 jobs) Accountants and Auditors (5,810 jobs) General and Operations Managers (5,760 jobs) Computer Systems Analysts (4,500 jobs)
Surgical Technologists (35.6% or 260 jobs) Medical Assistants (30.5% or 1,070 jobs) Medical Records and Health Information Technicians (29.9% or 200 jobs) Nursing Assistants (26.5% or 1,210 jobs) Licensed Practical and Licensed Vocational Nurses (23.9% or 490 jobs)	Associate's Degree	Registered Nurses (6,890 jobs) Preschool Teachers, Except Special Education (1,570 jobs) Web Developers (1,110 jobs) Paralegals and Legal Assistants (990 jobs) Electrical and Electronics Engineering Technicians (970 jobs)
Computer Support Specialists (32.1% or 2,530 jobs) Teacher Assistants (7.9% or 700 jobs) Computer, Automated Teller, and Office Machine Repairers (0.7% or 10 jobs)	Postsecondary Non-degree Award	Nursing Assistants (2,080 jobs) Medical Assistants (1,750 jobs) Heavy and Tractor-Trailer Truck Drivers (1,150 jobs) Hairdressers, Hairstylists, and Cosmetologists (1,130 jobs) Dental Assistants (1,100 jobs)
Musicians and Singers (38.8% or 190 jobs) Medical Secretaries (36.3% or 1,090 jobs) Pharmacy Technicians (33.0% or 460 jobs) Medical Equipment Preparers (30.4% or 170 jobs) Carpenters (26.2% or 1,440 jobs)	Some College, No Degree	Computer User Support Specialists (3,770 jobs) Teacher Assistants (2,710 jobs) Computer, Automated Teller, and Office Machine Repairers (300 jobs)
Personal Care Aides (51.9% or 8,260 jobs) Telemarketers (32.2% or 190 jobs) Refuse and Recyclable Material Collectors (32.0% or 310 jobs) Painters, Construction and Maintenance (29.8% or 840 jobs) Food Servers, Nonrestaurant (28.3% or 430 jobs)	High School Diploma or Equivalent	Customer Service Representatives (5,040 jobs) Office Clerks, General (3,590 jobs) First-Line Supervisors of Office and Administrative Support Workers (3,170 jobs) Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (2,700 jobs) Security Guards (2,480 jobs)
	Less than High School	Retail Salespersons (9,450 jobs) Personal Care Aides (9,400 jobs) Combined Food Preparation and Serving Workers, Including Fast Food (9,220 jobs) Waiters and Waitresses (7,770 jobs) Cashiers (7,670 jobs)

Excludes "All-Other" occupations and those with employment less than 400 in 2012.

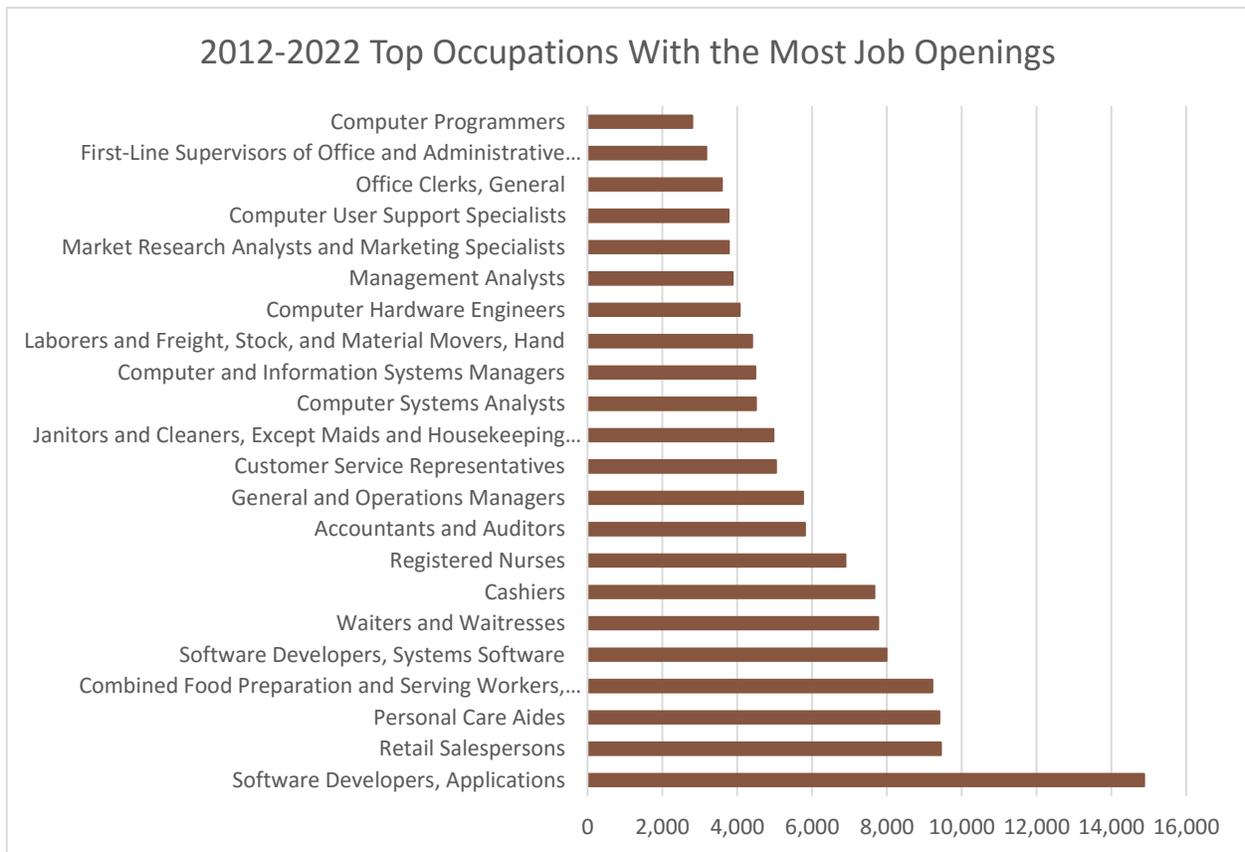
Source: California Employment Development Department

Visit our website www.labormarketinfo.edd.ca.gov or contact the local labor market consultant at (408) 558-0889.

January 2015

require a minimum of an associate’s degree. Earning an associate degree for transfer will provide the greatest opportunity for Evergreen Valley College students, as the greatest areas of growth require a bachelor’s degree.

Furthermore, when exploring the top occupations with the most growth in the next twenty years, many applicants would greatly benefit by attaining a certificate in their chosen field. Almost all of the occupations with the most job openings over the next ten years will require some form of higher education as well as technological skills.





Rank	Metropolitan area	Advanced Industry Share in Total Employment	Advanced Industry Employment	Share in Manufacturing	Share in Services	Share in Energy
1	San Jose-Sunnyvale-Santa Clara ,CA	30.0%	291,700	46.1%	53.8%	0.1%
2	Seattle-Tacoma-Bellevue, WA	16.0%	295,00	44.8%	54.8%	0.4%
3	Wichita, KS	15.5%	46,800	84.6%	12.8%	2.5%
4	Detroit-Warren-Dearborn, MI	14.8%	279,400	49.4%	48.7%	1.9%
5	San Francisco – Oakland-Hayward, CA	14.0%	297,200	23.2%	76.4%	0.4%
United States		8.7%	12,284,000	44.4%	50.4%	5.2%

Brookings Institute. *America’s Advanced Industries*. January 2015

Santa Clara County leads the United States in Advanced Industry Employment. Advanced industry employment includes computer system design and related services, semiconductor and other electronic component manufacturing, computer and peripheral equipment manufacturing, other information services, and scientific research and development services.

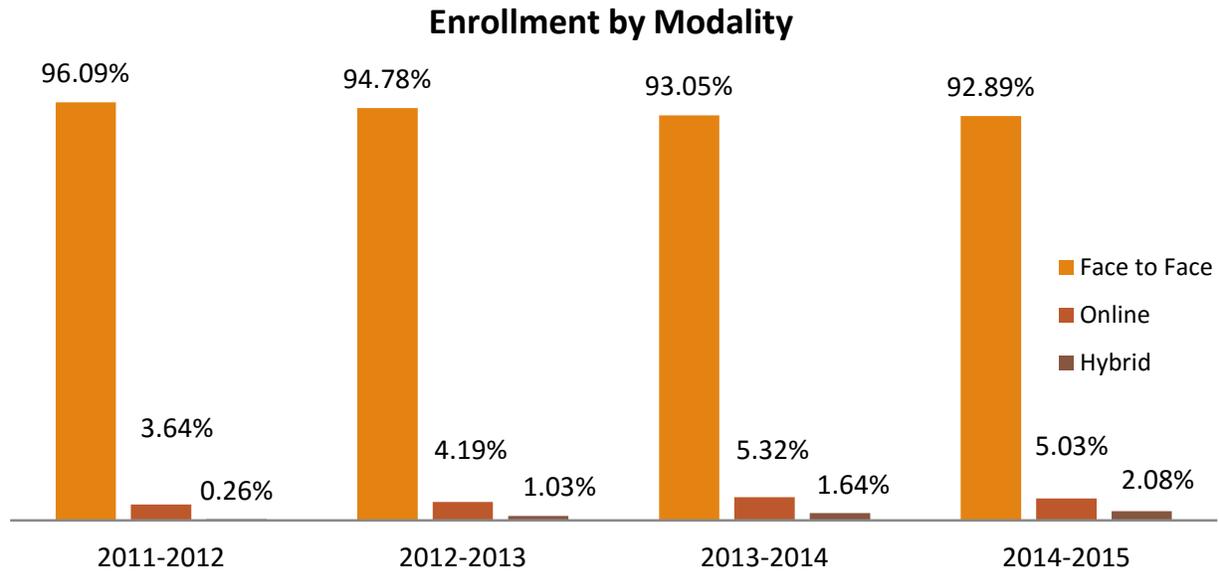
Industry	Jobs in 2013	Annual % Change 2010-2013
Computer Systems Design and Related Services	57,230	6.8%
Semiconductor and other Electronic Component Manufacturing	43,530	2.1%
Computer and Peripheral Equipment Manufacturing	39,750	3.0%
Other Information Services	26,940	15.6%
Scientific Research and Development Services	22,070	5.6%
Total	189,250	33.1%

Employment Development Department
Labor Market Information Division
Published January 2015

According to the Public Policy Institute of California, February 2015, by 2025 there will be two million more job openings requiring postsecondary education than there are graduates. There will not be a sufficient number of newcomers from abroad or other states to close the skills gap.

By providing access to general education courses online, Evergreen Valley College is able to best serve its intended population. The college is able to capture the largest number of students from a wide variety of fields and provide online courses that meet their needs.

Evergreen Valley College has offered Online and Hybrid courses since 2005. Distance Education is not viewed as a panacea for enrollment or income for the college. Student success is always forefront to any decision making process within the college. Therefore, the college has grown its distance education courses slowly and thoughtfully.



By completing regular program review and annual updates, departments are able to ascertain if a particular course is impacted. Upon review, it may be suggested to offer an impacted course through distance education in online or hybrid form. Often these courses are general education courses that all students must take to complete their program of study.

Furthermore, as new curriculum is developed, careful consideration is given to whether there are advantages to offering any course through a distance learning modality. EVC faculty through division and program meetings, Program Review, the All College Curriculum Committee, and the Academic Senate have the professional responsibility to oversee all curriculum matters including development of online courses or programs and to assure they meet the standards of higher education as well as the mission of the college.

B. PROGRAM CHANGE IN DELIVERY MODE

B 1. EDUCATIONAL PURPOSES

The programs proposed to be offered via distance education are already offered with traditional on-campus delivery of instruction. Major, general education, and graduation requirements are identical for both distance education and on-campus programs. Similarly, student requirements for completing a program via distance education are the same as those for completing the equivalent program in a face-to-face instructional modality ([Appendix B](#)).

**EVC Certificates & Degrees with 50% of Courses Offered Online**

SUBJECT	DEGREE TYPE	CERTIFICATE TYPE
<i>Accounting</i>	A.S.	
<i>Administration of Justice</i>	A.A.	
<i>Administration of Justice</i>	AS-T	
<i>Biology</i>	A.A.	
<i>Business Administration</i>	A.A.	
<i>Business Information Systems, General Business</i>	A.S.	
<i>Business Information Systems, Information Processing Specialist</i>	A.S.	
<i>Business Information Systems, General Business</i>		Achievement
<i>Business Information Systems, Information Processing Specialist</i>		Achievement
<i>English</i>	A.A.	
<i>General Studies With Emphasis in Astronomy</i>	A.A.	
<i>General Studies With Emphasis in Health Science</i>	A.A.	
<i>General Studies With Emphasis in Mathematics for Secondary School Teaching</i>	A.A.	
<i>General Studies With Emphasis in Women's Studies</i>	A.A.	
<i>History</i>	AA-T	
<i>Liberal Studies With Emphasis in Elementary Teacher Preparation</i>	AA-T	
<i>Mathematics</i>	AS-T	
<i>Paralegal Studies</i>	A.A.	
<i>Paralegal Studies</i>	A.S.	
<i>Paralegal Studies</i>		Achievement
<i>Patient Community Navigator*</i>		Specialization
<i>Physics</i>	AS-T	
<i>Psychology</i>	A.A.	
<i>Psychology</i>	AA-T	
<i>Surveying and Geomatics</i>	A.A.	

*Not approved by State Chancellor's Office

Certificates/Degrees With Almost 50% of Courses Offered Online

SUBJECT	DEGREE TYPE	OFFERED ONLINE
<i>Art and Design, Design Emphasis</i>	A.S.	27 of 60 units
<i>Art and Design, Studio Practice 2-D</i>	A.S.	27 of 60 units
<i>Chemistry</i>	A.A.	30 of 61 units
<i>Surveying and Geomatics</i>	A.A.	29 of 60 units

The completion of general education units to satisfy requirements for the AS, AA, AST, and AAT as well as general education patterns to meet CSU and IGETC requirements may be possible with online courses ([Appendix D](#)).

B 2. ELIGIBILITY REQUIREMENTS, ACCREDITATION STANDARDS, AND COMMISSION POLICIES

Evergreen Valley College adheres to the ACCJC's Policy on Distance Education and on Correspondence Education. All programs and their courses, regardless of instructional modality, have been developed and will be implemented and evaluated within the [college mission and strategic initiatives](#). All have clearly defined and appropriate [student learning outcomes](#) (SLOs) that will be supported with the necessary resources and assessed during the regular SLO and [Program Review](#) cycle. Through this Substantive Change Proposal, Evergreen Valley College is providing advance notice of its intent to offer 50% or more of programs degrees or certificates via an online modality. Additionally, the college will continue to verify that the student who registers in a distance education course is the same student who participates in and completes the course and receives the academic credit ([Appendix E](#)). This is accomplished through on-campus orientations which include information on academic integrity, secure student logins and password access to online courses and related materials, and proctored exams.

Furthermore, Evergreen Valley College fulfills the [eligibility requirements](#) and [Accreditation Standards](#) as outlined by the ACCJC.

C. DESCRIPTION OF THE PLANNING PROCESS

C 1. MISSION AND DISTANCE EDUCATION

The college's integrated planning process, revised in July 2015, ensures that its programs and services remain aligned with its purposes, character, and student population. The Mission Statement and Strategic Initiatives define this work and both are updated regularly through strategic planning events led by EVC's Institutional Effectiveness Committee (IEC). Each program and unit of the college sets its own Strategic Initiatives in alignment with the college's mission and goals. (See [Standard 1A](#))

All courses, including DE courses are part of regular [program reviews](#) and [annual updates](#) and give programs the opportunity to showcase their successes and challenges in implementing the college's mission and vision. ([Appendix F](#)) Program reviews also bring learning outcomes into the integrated planning process, allowing each program to demonstrate its achievements, assessments, and improvements on the basis of analyzing the data from this work. ([Appendix G](#)) In this way, program reviews link the planning and outcomes assessment with the college's decision-making on resource allocation and future planning. Programs and services can then be calibrated on the basis of hard evidence. The college can deploy resources as these are needed to match its purposes, character, and student population. As patterns and trends emerge from its results, these can take center stage in future planning discussions.



Distance Education courses are required to be equivalent and comparable to their on-campus version in all but the delivery modality. Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal. Separate approval is required for each type of DE course (online or hybrid) ([Appendix H](#)).

Acting on the recommendations of an ad hoc committee on distance learning courses, the All College Curriculum Committee (ACCC) approved the information requirements set forth in the Distance Learning Addendum Form, which is part of the course documentation materials reviewed by the ACCC. ([Appendix I](#)) It is the intent of this documentation to clearly identify how the distance class is comparable to on-campus classes. Pursuant to Title 5 regulations, all courses including DE courses—whether online or hybrid—undergo curriculum review every six years as part of the accreditation process. At this time all courses, materials, and resources are reviewed and revised as necessary to meet requirements.

C 2. NEEDS AND RESOURCE ASSESSMENT

All of the associate degree and certificate programs identified in this substantive change proposal are the result of institutional program review. Each academic department holds primary responsibility for curricular decision making. A faculty member proposed each program included in this substantive change request on behalf of the department, and the need was verified through a process that includes the articulation officer (when appropriate), department chair, instructional dean, curriculum committee, academic senate, and board of trustees' approval.

Division deans regularly review disaggregated data for courses to assist in making the decision of whether a particular course should be offered in online mode and which faculty are qualified to do the instruction for a given subject. There is currently a proposal that the district Office of Institutional Effectiveness and Student Success will provide each program under review with outcomes data disaggregated by fully online, hybrid, and on-ground modalities, enabling departments to consider areas of strength and improvement with the different course modalities in mind.

Evergreen Valley College does not anticipate any burden upon its resources in order to offer these proposed programs 50 percent or more online. The college has steadily invested in the infrastructure and support systems needed to support online education while working to make comparable student services available to online students.

C 3. ANTICIPATED EFFECTS

All of Evergreen Valley College's associate degree and certificate of achievement programs have been approved by the California Community Colleges Chancellor's Office and are currently offered successfully ([Appendix J](#)). Additionally, the college has been offering courses and programs via distance education successfully for many years. Therefore, this substantive change will not have any significant immediate impact on the institution. For these reasons, EVC seeks approval to offer the 25 associate

degrees and four certificates where 50 percent or more of the program requirements may be earned online.

COUNTS AND PERCENTAGES BY MODALITY

	Face to Face		Online		Hybrid		Online + Hybrid	
	Count	%	Count	%	Count	%	Count	%
2011-2012	1,820	96.09%	69	3.64%	5	0.26%	74	3.90%
2012-2013	1,742	94.78%	77	4.19%	19	1.03%	96	5.22%
2013-2014	1,820	93.05%	104	5.32%	32	1.64%	136	6.96%
2014-2015	1,930	92.89%	99	5.03%	41	2.08%	140	7.11%
% Change 2011-12 VS. 2014-15	6.04%		43.48%		720.00%		89.19%	

Data source: CROA (08/10/2015)

Given the ongoing, increasing demand for online courses at EVC, the college will remain data driven in assessing the impact and needs associated with expanding its distance education offerings through the college’s institutional planning and program review processes.

Upon approval of this change, growth in online enrollments is expected to be moderate and therefore will not have a significant impact on college resources. It is anticipated that participation in the statewide Online Education Initiative will realize the college cost savings and that these savings will mitigate potential costs associated with growth.

C 4. INTENDED BENEFITS

The primary benefit of the proposed change is increased access to educational opportunities. As the college expands online learning opportunities that support specific degree programs, more students will be able to reach their educational goals. It is anticipated that this change will also have a positive impact on completion rates.

C 5. DE PLANNING PROCESSES

Growth in online course offerings was planned to meet general education requirements and as a result of these efforts, 50% or more of degree requirements for 25 associate degrees and four certificates can be met through distance modes of education. Through the All College Curriculum Committee (ACCC) and academic divisions, faculty submitted the Distance Education Addenda for general education courses and completed training to teach online. The college now has 46 faculty members who are approved to teach online ([Appendix K](#)).

Distance Education Addenda were reviewed and discussed at the ACCC. As noted elsewhere, the initial intent was not to offer specific programs of study, but to develop online offerings in a way that would



have the largest impact across the college. As a result, 101 courses are approved for online instruction— 67 fully online, seven courses offered fully online or hybrid, and 27 hybrid only courses ([Appendix L](#)). Given that it is now possible to offer 50% or more of several degrees and certificates through Distance Education modes, the college would like to further enhance educational opportunities by promoting specific programs as available partially or fully through Distance Education.

D. RESOURCES TO SUPPORT DE

D 1. STUDENT SUPPORT SERVICES

Evergreen Valley College provides a wide range of [student services](#) including counseling, orientation, assessment, financial aid, transfer information, health services, Disability Support Program, Extended Opportunity Program and Services, and Student Life. The focus of all student services is to help students successfully meet their educational goals. Student Services meets the needs of distance learning students by providing the following services:

- Online [application](#)
- Online Orientation in [English](#)
- Online course [registration](#), course adds, and course drops
- Online [Bookstore](#)
- Online [student success workshops](#)
- [Online tutoring](#) – asynchronous and synchronous
- Student account information: schedule, grades, degree progress, unofficial transcripts via <https://myweb.sjeccd.edu/> . Includes information in Spanish and Vietnamese.
- Online access to [Library](#) including Chat function to a Research Librarian.
- Help desk access - Monday through Friday, 7:00 a.m. to 5:30 p.m. by phone or email: helpdesk@sjeccd.edu. (see [section D.4](#) for more information)

D 2. STAFFING LEVELS

Evergreen Valley College Staffing

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<i>Educational Administrator</i>	11 (2.3%)	12 (2.7%)	10 (2.2%)	5 (1.1%)	11 (2.4%)
<i>Academic, Tenured/Tenure Track</i>	115 (24.0%)	114 (25.3%)	110 (2.8%)	103 (22.6%)	114 (24.5%)
<i>Academic, Temporary</i>	205 (42.8%)	190 (42.1%)	220 (47.5%)	234 (51.4%)	217 (46.6%)
Total	331	316	340	342	342



Faculty

Faculty and staffing needs are reviewed annually by the College Budget Committee, deans, and vice presidents and are based on allocations by SJECCD Administrative Services. Based on information from program reviews and annual updates, the deans and the Academic Senate put forth a list of prioritized hires to the college president. The president may use one of the lists or combine selected positions in each list to meet staffing needs within the allotted funds.

[Minimum qualifications](#) for each position meet the standards set forth by the State Chancellor's office. Once hired, academic departments assign, and their instructional deans approve, faculty to teach online based on semester-by-semester scheduling needs and faculty suitability for teaching online.

Faculty who teach online are required to meet the same subject area qualifications as face-to-face faculty. Additional training for teaching online is required through the [Technology Resource Center](#) (TRC). The Instructional Technology Faculty at EVC ensures that all instructors assigned to teach a course in any distance learning modality have completed at least 10 hours of training offered at the TRC along with a 3.0 unit fully online course, such as EDIT 010: Computers and Digital Media in Education (offered in spring and fall at EVC). Alternatively instructors may attend an equivalently qualified Distance Learning Instructor training program such as those offered by [@ONE](#), to meet the required skills necessary to instruct such courses efficiently and effectively.

The college currently has 46 instructors who have completed this training and are approved for teaching online courses ([Appendix K](#)).

Management

The Dean of Business and Workforce Development and in turn the Vice President of Academic Affairs oversees the Distance Education department. The day-to-day working of the Distance Education department and Technology Resource Center is managed by the Instructional Technology Faculty and an adjunct instructional design faculty member. Additionally, each instructional dean is responsible for oversight of the course content and instructional effectiveness of any subject taught in the department they oversee—regardless of modality.

Support Staffing

Primary support for on-campus technology infrastructure is provided by Campus Technology Support Services (CTSS). Technological support for online students is provided for students via the district [ITSS Helpdesk](#) via phone or email. Some of the services provided for students include:

- Email Services ([Office 365 for students](#))
- Distance Education Platform ([Moodle](#)) support
- Library System (including Online Access)
- Emergency Notification System: Configuration, management, interface to ERP
- Credential Online Parking Permit Purchase



The Technology Resource Center provides support to faculty interested in including technology in their classroom, in addition to assistance with all facets of distance education learning.

Moreover, EVC Distance Education utilizes a mentoring structure wherein experienced online and hybrid instructors mentor new instructors less experienced in teaching online and hybrid courses. These mentors share knowledge regarding utilizing Moodle (CMS), best practices in online teaching methods, flipping the classroom, developing hybrid and online courses, in addition to a myriad of other methods.

The oversight of Distance Education faculty support falls to the Instructional Technology Faculty, Technology Resource Center, Professional Development Center, ad hoc Distance Education Committee, and to some degree the Campus Technology Committee.

The EVC [Learning Resource Center](#) (LRC) provides students access to computer technology as well as adaptive computer technology for students with disabilities. LRC staff provide students with support in using all available equipment, along with references to other available resources (e.g. [Disabilities Support Program](#) Tech Center) to aid the student in being successful.

A multitude of additional staff provide a range of support for online teaching and learning at EVC, including the technical staff, librarians, and student support specialists from departments such as the Disabilities Support Program; Counseling; Career and Transfer Center; Outreach; EOP&S; and Financial Aid.

Through the use of strategic planning including the *Educational and Facilities Master Plans*, program review process, and budget allocation, EVC assures that any staffing, material, or equipment needs may be addressed and improvements to distance education quality and effectiveness are realized.

D 3. PROFESSIONAL DEVELOPMENT

The [Technology Resource Center](#) (TRC) offers a variety of workshops for faculty who are new or continuing with Distance Education. The Instructional Technology Faculty offers training on a regular basis. Following are examples of trainings offered:

- Moodle LMS:
 - Getting Started with Moodle
 - Planning and Designing Courses with Moodle
 - Building Courses with Moodle
 - How to Add a Calendar
 - How to Add Assignments
 - How to Add a Turnitin assignment
 - How to Create Quizzes
 - How to Backup and Restore Courses
- Web 2.0:
 - Blog as teaching tool



- Twitter as Teaching tool
- Facebook as Teaching Tool
- Flickr as Teaching Tool
- Mobile Technology
 - Beginning iPad
 - Videos and
 - Flipped Learning
 - Blended Learning

Moreover, the [Professional Development Center](#) (formerly the Teaching and Learning Center) offers many [resources](#) for ongoing faculty development in numerous areas including [teaching with technology](#) and distance education practices. Interested faculty may also utilize training [webinars](#) through the @ONE website.

Beginning spring 2016, EVC as part of the OEI will begin migrating to the common core LMS—Canvas. on December 4, 2015, the TRC will provide training in collaboration with @ONE on *Applying the OEI Course Design Rubric* ([Appendix M](#)). Completion of the workshop will assist online instructors and colleges in assessing effectiveness in their online courses.

D4. EQUIPMENT AND FACILITIES

Evergreen Valley College provides multiple sites for students to access computers with online capability. Areas include the [Learning Resource Center](#); [Library](#), [Math and Science Resource Center](#); [Career and Transfer Center](#); [Disabilities Support Program](#); [CalWORKs](#), and [EOPS](#).

Faculty have access to desktops, laptops, iPads, and smart classrooms to support classroom instruction and online learning. The Technology Resource Center contains eight computers (seven PCs and one Mac) for faculty and staff use as well as for small technology training groups. The software installed is MS Office, Camtasia (lecture capture), Adobe Acrobat, and Photoshop. In addition faculty and staff may use applications available through [CCCConfer](#) such as Meet and Confer, Office Hours, Teach and Confer, and recently [ConferNow](#) with Zoom video conferencing via pc, mac and mobile devices.

EVC [Campus Technology Support Services](#) (CTSS) and the San Jose Evergreen Community College District (SJECCD) [Information and Technology Support Services](#) (ITSS) continue to provide the necessary equipment and facilities to support learning whether on-campus or at a distance. In the last several years the following improvements have been made to better serve students and faculty:

Infrastructure

- Hardware
 - June 2015 – all legacy Wireless Access Points upgraded with new WAPs
 - Server environment virtualization server Update: In 2012, the virtual hosting environment had critical memory constraints and was beyond its capacity. A



- special ad hoc project (H-AH-01) replaced the existing virtual servers with a new solution to allow for migration of existing systems and future growth.
- Network wiring closets and switches: New main distribution center built in Student Center. Includes upgrades to fiber optic cable to all buildings in spring and summer 2016. Update: Because of planned changes to the District office, the MDF (main distribution frame) has to be relocated to the EVC campus. The MDF is a physical location within a campus where telecommunications wiring is received from the outside and distributed to locations within the campus. This is a major design/build project (N-AH-04) and includes the redesign of the EVC fiber plant.
 - Network back bone: Update: In order to realize several of the District's strategic IT initiatives, significant improvements had to be made to the data bandwidth between the campuses and the District office. As of June 2014, a current ad hoc project (N-AH-02) seeks to redesign and implement high -speed (at least 1 GBPS) data lines between the campuses and the new data center.
 - Software
 - Course management system outsourced to remote learner for hosting and maintenance
 - Movement to office 365 for staff and students. Update: As part of initiative S-04, Office 365 was implemented for student e-mail and may be extended to obviate the need for local exchange servers
 - Upgrade to Colleague Web UI 4.5
 - Update to MyWeb and Colleague systems including upcoming migration to MS SQL in December 2015.
 - Update of the Millennium Integrated Library system for better performance
 - CurricUnet implementation for curriculum management system. SLO module planned
 - The District is in the process of migrating from XAP to Open CCCApply for student admissions applications. We anticipate launching the new Open CCCApply application on October 1, 2015.

The SJECCD Strategic Information Technology Plan was updated in June 2014. As part of the assessment of the initial strategic initiatives, the District Technology Committee in conjunction with both Campus Technology Committees and ITSS created new plans to directly support distance education, students, faculty, and staff.



Strategic Initiative to Support Distance Education

<i>Initiative</i>		<i>Status June 2014</i>	<i>Implement</i>
<i>Software 02-04</i>	Analyze, revise, and implement degree audit functions within Colleague	New	FY 2015 2016
<i>Software 05</i>	Investigate systemic implementation of new and emerging instructional technologies	Updated	FY2015
<i>Software AH-02</i>	Implement an online student educational plan function	New	FY 2015 2016
<i>Organizational 10-04</i>	Implement 24x7 help desk support for faculty and students	New	FY 2015 2016
<i>Organizational 16:</i>	Improve the District's distance and distributed learning infrastructure.	In progress (25% complete)	FY 2015
<i>Organizational 16-01</i>	Hire professional instructional designers at each campus and articulate and implement an instructional design process.	New	FY 2015 2016
<i>Organizational 16-02</i>	Create faculty instructional development labs, staffed by instructional designers and technologists, at each campus	New	FY 2015 2016
<i>Organizational 16-03</i>	Create online interactive collaborative work spaces for all advisors and their advisees.	New	FY 2015 2016
<i>Organizational 16-04</i>	Create online interactive collaborative work spaces for all student and academic groups.	New	FY 2015 2016

from the [SJECCD Strategic Information Technology Plan Updated June 2014](#)

With implementation of these initiatives during the next fiscal year, EVC will continue to support its diverse student population in seeking their educational and life goals successfully.

D 5. INITIAL AND LONG-TERM FINANCIAL RESOURCES

Evergreen Valley College maintains a fiscally sound operating budget and ensures a minimum 5% reserve; the current reserve is 13%. The EVC DE program and all its necessary management, faculty, and staff, support services, and operational expenses are funded through the college's General Fund and included in the [annual adopted budget](#).

The DE classes generate FTES revenue and contribute to the EVC's achievement of its State FTES target. EVC will continue to budget and sustain the resources necessary for a successful DE program to support student needs.

Program Review and annual updates are the avenues for requesting additional resource allocation for staffing, equipment, and material for all programs including those with online components. The allocation process takes into account total-cost of ownership along with one-time funding costs. (See [Eligibility Requirement 5](#) and [Standard 3D](#))



D 6. BUDGET ANALYSIS AND ALLOCATION

Currently distance education resources are provided through the general fund; for the most part, the budget for distance education is not contained in one location but is spread over a variety of units, departments, divisions, and other operational entities. As distance education has grown at Evergreen Valley College, more fiscal resources have been allocated through the college's integrated planning process. (See [Eligibility Requirement 5](#) and [Standard 3D](#))

In 2013, SJECCD became the sixth Basic Aid district in the state of California. Funding to the college should stabilize and increase in future years allowing for further increases to distance education. Over the last three years, EVC has maintained a 14% [reserve](#).

In fall 2015, the vice president of academic affairs established staff development funds for online instructors. The college is currently in negotiation to provide Professional credit for online instruction.

In May 2015, the College Council along with the Academic Senate approved participation as a pilot campus for the California Community College Online Education Initiative ([Appendix N](#)). The OEI will give the college a cost-effective way to stay in tune with online teaching and learning innovations that will improve student outcomes. Colleges also have the option to share quality online courses through the OEI Exchange, providing the flexibility to expand their course offerings with minimal budget impact and leverage the cost through system-wide licenses. EVC is expected to be in Cohort 2 of the pilot campuses beginning in April 2016 through June 2017 ([Appendix O](#)).

D 7. ACHIEVEMENT MONITORING

[Student Learning Outcome](#) and Assessment Cycles are completed in all courses, regardless of method of delivery. Faculty and staff assess Learning Outcomes at the course and program levels in order to evaluate the effectiveness of the teaching and learning process. Changes are incorporated as a result of the SLO assessments. The results of SLO assessments are considered as each program and discipline completes its Program Review and Planning (PRP) processes.

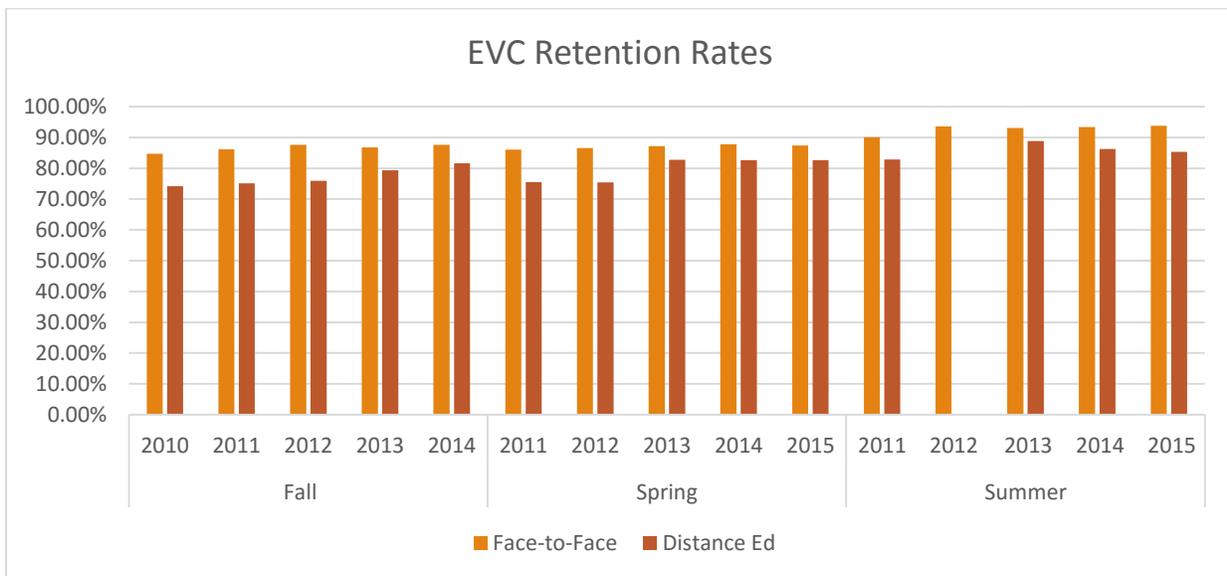
[Institutional Learning Outcomes](#) (ILOs) are assessed annually across the college. As part of the program review and planning processes, the district [Office of Institutional Effectiveness and Student Success](#) (OIESS) provides all disciplines/ departments under review with data sets. For fall 2016, OIESS has been requested to include in the data sets course success and retention rates across three categories: distance education, on-campus day, and on-campus evening to more accurately monitor student achievement and planning.

Discipline faculty can further break down the rates by demographic variables including, but not limited to, race/ethnicity, gender, age, full-or part-time status, and first generation status. As a result of the evaluation of SLOs, student achievement, and other factors, programs and disciplines identify their strengths, weaknesses, opportunities, and threats.

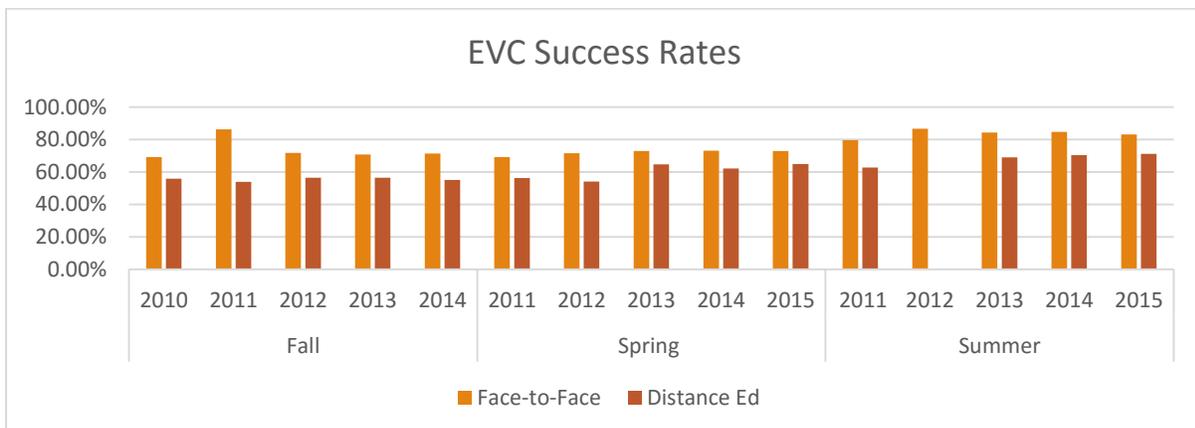
Faculty then develop a plan that identifies program goals, action plans, and outcomes to be achieved. Divisions then assess, prioritize, and makes allocation decisions for funding requests that come through the Program Review processes. This method assures the continuous monitoring and evaluation of success and retention rates for both face-to-face and DE courses.

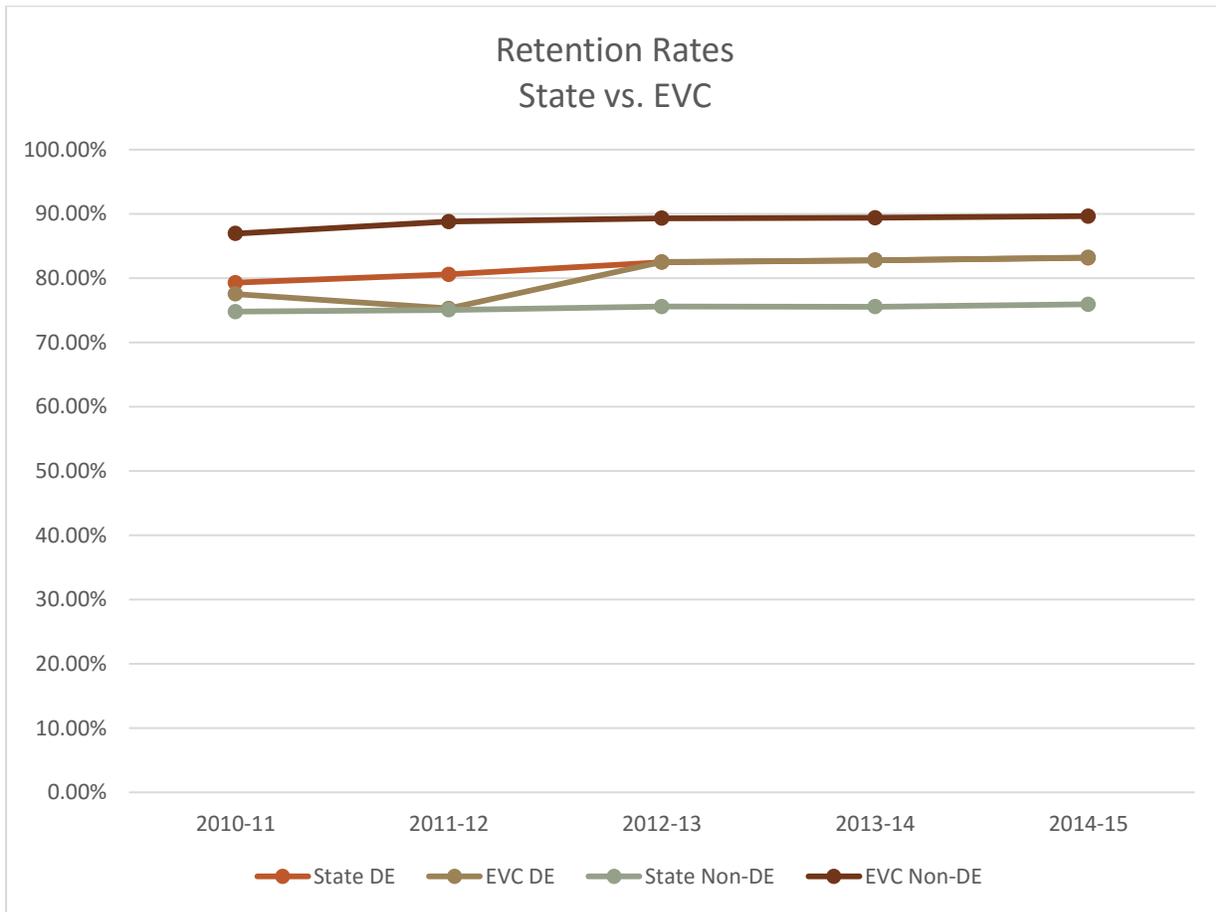
D 8. STUDENT LEARNING OUTCOMES, ACHIEVEMENT, RETENTION, AND COMPLETION

Statistical data for retention rates for face-to-face courses and distance education courses at EVC, show a slight increase over the last few years. Retention rates for online hybrid courses are approximately 10% lower than those in standard courses. The greatest retention rates for all courses regardless of modality are in the summer semesters.



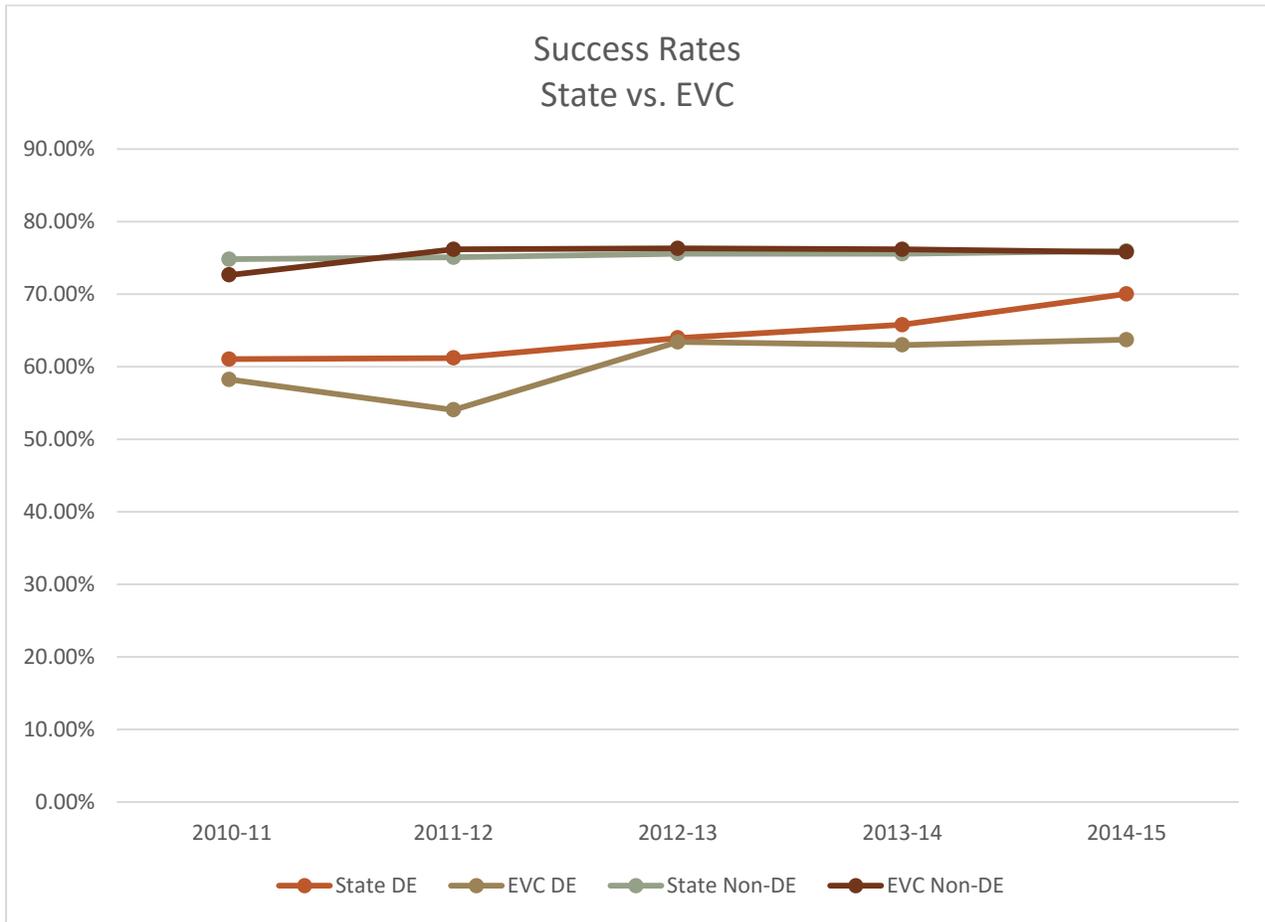
Success Rates for standard courses are overall higher than success rates for Distance Ed courses. Fall semesters have remained flat while the greater success rates occur spring 2013 and 2014; and the summers of 2013 through 2015.





Retention rates for EVC courses are on par with their state counterparts whether offered on-campus or through distance education modes.

Comparison of Annual Student Retention Rates					
	2010-11	2011-12	2012-13	2013-14	2014-15
State DE	79.27%	80.57%	82.46%	82.76%	83.15%
EVC DE	77.51%	75.27%	82.49%	82.76%	83.20%
State Non-DE	74.78%	75.05%	75.56%	75.55%	75.92%
EVC Non-DE	86.93%	88.78%	89.29%	89.36%	89.63%



Furthermore, when comparing student success rates at Evergreen Valley College with California community college rates, face-to-face courses are comparable yet higher than the distance education modality.

Comparison of Annual Student Success Rates					
	2010-11	2011-12	2012-13	2013-14	2014-15
State DE	61.03%	61.17%	63.93%	65.77%	70.00%
EVC DE	58.22%	54.02%	63.38%	62.96%	63.69%
State Non-DE	74.78%	72.82%	73.75%	73.76%	75.92%
EVC Non-DE	72.62%	76.15%	76.28%	76.16%	75.79%

See also [Eligibility Requirement 11](#) and [Standard 1B](#).



E. INTERNAL AND EXTERNAL APPROVALS

Evergreen Valley College obtained all necessary internal and external approvals for courses delivered in DE modes. All courses have received official recommendation for approval from the Academic Senate through its official curriculum body, the All College Curriculum Committee ([Appendix H](#)). All courses are formally approved by the San Jose Evergreen Community College Board of Trustees ([Appendix P](#)). All courses have also been approved by the California Community College Chancellor's Office according to the processes delineated in Ed Code and Title 5. All courses have met legal requirements. New programs at EVC are reviewed and recommended for approval by the Academic Senate through oversight of the All College Curriculum Committee ([Appendix Q](#)). All new programs offered in distance education mode receive the same set of approvals: the ACCC, the SJECCD Board of Trustees, and the California Community College Chancellor's Office. All proper state licensing requirements have been obtained for the programs for which they are required. The college budget is approved annually as required by [regulation](#).

F. ELIGIBILITY REQUIREMENTS

1. Authority

Evergreen Valley College has the authority to operate as a degree-granting institution based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education. This authority is published in the *EVC Catalog 2014-2015* ([page 2](#)) and on the EVC Accreditation [webpage](#).

2. Operational Status

The institution is operational, with approximately 9,300 students enrolled each semester. Most of these students are enrolled in courses that lead to degrees and certificates. (See [section A.3](#))

3. Degrees

Evergreen Valley College offers 37 associate degree and 22 certificate programs. Of these, nineteen degrees and four certificates are offered with general education distance education components. Degree programs, including major requirements, specific area requirements, and general education requirements are designed to include 57-60 units of credit, or two full-time years. (See [section B.1](#))

4. Chief Executive Officer

The Evergreen Valley College president serves as chief executive officer for the college and is responsible for the development of all programs and services, including distance education, and for the



administration and operation of the college. The president is appointed by the Board of Trustees and does not sit on the Board of Trustees for the district pursuant to board policy [2010](#).

5. Financial Accountability

The district undergoes an annual external audit by a firm of certified public accountants. The accountants present and explain the audit at a Board of Trustees meeting. Evergreen Valley College is included in the audit as a sub-unit. Neither the district nor the college shows a deficit at any time during the eligibility application process. [Audits](#) for the last two years are available online. (See [Standard 3D](#))

6. Mission

The current Evergreen Valley College mission statement was revised and board-approved in [October 2015](#). It is regularly revised to reflect the commitment of the college to meet the educational needs of the students and community. The mission statement is found on the EVC [website](#) and in the [EVC Catalog](#). The college mission is in alignment with the mission of the district which is found on page 1 of the same catalog. (See [Standard 1A](#))

7. Governing Board

As required by [Chapter 2](#) of Board Policy, the San Jose Evergreen Community College District is governed by a [Board of Trustees](#) that consists of seven members elected by the county at large and two non-voting student trustees elected by the students of the two colleges. The community-elected trustees represent the entire district and are elected for four year staggered terms. The student trustees serve a one-year term. The function of the board is to determine policies, establish rules and regulations, and oversee the use of financial and other resources to ensure that they are used to provide a sound educational program consistent with the mission and goals of the district. The President of the Board of Trustees is one of the community-elected trustees selected by the trustees on an annual basis.

The Board of Trustees invites public interest in the activities of the board. [Agendas](#) of each board meeting are posted on the district website. The agenda is also sent to local newspapers when the meeting is called with 24-hour notice. Every board agenda includes an item for Statements from the Public on Non-Agenda Items. Members of the Board of Trustees have no employment, family, ownership or personal financial interests related to either the colleges or the district. The board has and enforces a conflict of interest policy ([Appendix S](#)). (See [Standard 4C](#))

8. Administrative Capacity

The college has a sufficient number of administrators to effectively manage the college's programs and services. All administrators are selected using appropriate statewide minimum qualifications and district guidelines and have the education and experience needed to perform their assigned duties. Distance education administrative responsibilities fall under the Dean of Business and Workforce Development, and the Vice President of Academic Affairs. (See [Standard 3A](#) and [Section D.2](#))



9. Educational Programs

Evergreen Valley College degree programs are congruent with its mission to provide a student-centered education and with its Strategic Initiative statement on academic success. All programs, including those with online components, are based on recognized higher education fields of study and conform to nationally recognized standards for content, length, quality, and rigor. ([See Standard 2A](#))

10. Academic Credit

Credit for all coursework is awarded based on the Carnegie unit, a standard generally accepted in degree-granting institutions of higher education. When the Curriculum Committee approves a course, the awarding of credit is carefully reviewed for compliance with Title 5 of the Education Code. Appropriate information about course credit is provided in the *EVC Catalog*, [Chapter 5](#): “Course Descriptions and Information”. ([See Standard 2A](#))

11. Student Learning and Achievement

[Institutional learning outcomes](#) (ILOs) are the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student’s total experience. The faculty and staff at Evergreen Valley College believe that general education (GE) outcomes represent a common core of outcomes for the majority of students transferring or receiving degrees; therefore, EVC created ILOs encompassing GE components, as well as student support service areas. Upon completion of study from Evergreen Valley College...

Communication: the student will demonstrate effective communication, appropriate to the audience and purpose.

Inquiry and Reasoning: the student will critically evaluate information to interpret ideas and solve problems.

Information Competency: the student will utilize information from a variety of sources to make an informed decision and take action.

Evergreen Valley College defines and publishes for each program the program’s expected achievement outcomes. Currently, of the 576 active courses, 465 (eighty-one percent) are actively engaged in SLO assessment. EVC currently offers 59 instructional programs that lead to degree or certificate. Of these 20 (34 percent) are actively engaged in [program SLO assessment](#).

Distance Education courses at EVC are commonly General Education courses; student, program, and institutional learning outcomes fall under the specific course and program to which a specific online or hybrid course belongs.

Evergreen Valley College maintains a Student Learning Outcomes [webpage](#) containing all pertinent information relating to development, implementation, and assessment of SLOs. In addition, student



achievement and success rates are available from a link on the [EVC homepage](#) to the [Student Success Scorecard](#). (See [section D8](#), [Standard 1B](#), and [Standard 2A](#))

12. General Education

Evergreen Valley College incorporates general education components as a substantial part (39 of 60 units) of all [degrees](#) awarded. General education courses are designed to meet depth, breadth, and rigor requirements common in American higher learning. GE courses also meet the CSU/UC general education pattern requirements for lower division study also known as [IGETC](#). Completion of the General Education requirements ensures that the Institutional Learning Outcomes are met in the areas of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. (See [Standard 2A](#))

13. Academic Freedom

Evergreen Valley College maintains an atmosphere where intellectual freedom and independence exist through its board approved Academic Freedom Policy:

Institutions of higher learning exist for the common good and not to further the interest of either the individual instructor or the institution as a whole. The common good depends on the free search for truth and its free expression; to this end, faculty and students hold the right of full freedom of inquiry and expression.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom is fundamental to the protection of the rights of the teacher in teaching and of the student in learning.

Academic freedom cannot be separated from academic and professional responsibility.

Full text of the college academic freedom policy is found in [Chapter 8](#) of the *EVC Catalog* and in SJECCD Board [Policy 4030](#). (See [Standard 1C](#))

14. Faculty

Evergreen Valley College has 114 full-time faculty (including phased retirement) and part-time faculty equaling 217 full-time equivalent faculty. All faculty, whether full time or part time, meet at least the minimum requirements established by the Board of Governors for California Community Colleges. The core of full-time faculty is sufficient in size and experience to support all of the institution's educational programs. The statement of faculty responsibilities in the American Federation of Teachers' contract includes development and review of curriculum and assessment of learning. In addition, online faculty must complete Distance Education instruction training through the Technology Resource Center or another approved equivalent training program; e.g. [@ONE online training](#). It is the responsibility of the Instructional Technology Faculty to verify and approve the completion of training prior to beginning



class instruction. EVC currently has 46 faculty approved for online instruction ([Appendix K](#)). (See [Section D2](#) and [Standard 3A](#))

15. Student Services

Evergreen Valley College provides a wide range of student services including Counseling, Orientation, Assessment, Financial Aid, Transfer and Career information, Health Services, Disability Support Program, Extended Opportunity Program and Services, and Student Life. The focus of all student services is to help students successfully meet their educational and personal goals. Student Services meets the needs of distance learning students by providing the following services:

- Online [application](#)
- Online Orientation in [English](#)
- Online course registration, course adds, and course drops through [MyWeb](#)
- Online [Bookstore](#)
- Online [student success workshops](#)
- [Online tutoring](#) – asynchronous and synchronous
- Student account information: schedule, grades, degree progress, unofficial transcripts via <https://myweb.sjcccd.edu/>. Includes information in Spanish and Vietnamese.

(See [Standard 2C](#))

16. Admissions

Evergreen Valley College is an open-access institution. The college admission policy, which is published in the [chapter 2](#) of the *EVC Catalog* and the [Schedule of Classes](#) webpage clearly state the qualifications for admission to the college and its programs. The [admission process](#) may be completed online utilizing [CCCApply](#). (See [Standard 2C](#))

17. Information and Learning Resources

Evergreen Valley College maintains a full-service library for student use. The Library houses a wide range of collection of books, periodicals, magazines, newspapers, as well as a wide array of electronic full text databases that are available in both the Evergreen Valley College and San Jose City College Libraries. There are 54 individual workstations located throughout the library with access to several [online library resources](#) including full text databases and the catalog, a database of all materials. The Library offers orientations, as well as classes focusing on Information Literacy. There are computer labs around campus where students and faculty have Internet access. (See [Standard 2B](#))

18. Financial Resources

The San Jose Evergreen Community College District is funded by local property taxes and state apportionment. The District develops a [budget](#), which is [board approved](#). Using a district allocation process, the district allocates a portion of the district funds to Evergreen Valley College and the college



independently develops an operating budget to support and improve student learning programs and services with the assistance of the [College Budget Committee](#). In addition, Evergreen Valley College is the recipient of several renewable grants, which enhances the ability to provide programs and services for students and staff. The college is financially stable. (See [Standard 3D](#))

19. Institutional Planning and Evaluation

Institutional Planning and Evaluation is led by the [Institutional Effectiveness Committee](#) (IEC). The charge of this committee is to ensure full alignment between the Evergreen Valley College's mission, strategic directions, planning, quality of programs and services, and accreditation standards and requirements. During a summer 2015 retreat, the IEC revised the Integrated Planning Model to better reflect the processes of the college. The results this process were presented to the college constituency at Fall 2015 Professional Development Day ([Appendix P](#)). Along with the Educational and Facilities Master Plans, the [Program Review](#) process, overseen by IEC, is a key component to institutional planning and evaluation. Each unit analyzes performance data and evaluates its effectiveness in meeting the mission and strategic initiatives of the college and department. The resulting evaluation may lead to changes in academic planning, student services, and resource allocation through data driven decision-making.

Comprehensive master planning ensures planning and support for programs of study regardless of instructional mode. Academic planning considers all aspects of what is important to ensuring students meet their personal, professional, and educational goals. EVC's ability to meet the Institutional Planning and Evaluation Eligibility Requirement will not change by offering educational programs that can be completed 50 percent or more online. (See Standard [1B](#) and [1C](#))

20. Public Information

The *Evergreen Valley College Catalog*, available both in print and [online](#), contains all of the following information in precise, accurate, and current entries:

- General Information
 - Official Name, Address, Telephone Number and Website Address of the College
 - Educational Mission
 - Course, Program and Degree Offerings
 - Academic Calendar and Program Length
 - Academic Freedom Statement
 - Available Financial Aid
 - Available Learning Resources
 - Names and Degrees of Administrators and Faculty
- Requirements for:
 - Admissions
 - Student Fees and Other Financial Obligations
 - Degree, Certificates, Graduation and Transfer



- Major Policies Affecting Students including:
 - Academic Regulations, Including Academic Honesty
 - Nondiscrimination
 - Acceptance of Transfer Credits
 - Grievance and Complaint Procedures
 - Sexual Harassment
 - Refund of Fee

Many of these and other policies and procedures are to be found in the *EVC Catalog*, [Associated Student Government](#), [collective bargaining agreements](#), [SJECCD Board Policies](#) and [SJECCD Administrative Procedures](#). (See [Standard 1C](#))

21. Integrity in Relations with the Accrediting Commission

Evergreen Valley College adheres to the eligibility requirements and accreditation standards, and policies of the Commission and describes itself in identical terms to all agencies. The college communicates any changes in its accredited status and agrees to disclose all information required by the Commission to carry out its accrediting responsibilities. EVC complies with Commission requests, directives, decisions, and policies and makes complete, accurate, and honest disclosure. This is evidenced by the recent [Reaffirmation of Accreditation](#), and the submission of this Proposal.

G. ACCREDITATION STANDARD FULFILLMENT

STANDARD I: MISSION, ACADEMIC QUALITY, AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. MISSION

The Evergreen Valley College mission statement illustrates that student success is in the forefront of all its efforts:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.



We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students. We offer associate degrees, associate degrees for transfer, certificates, career technical education, transfer coursework, and basic skills education.

EVC employs Strategic Initiatives to assist the college in meeting its mission. The current initiatives were revised in 2011 ([Appendix Q](#)) to meet the current vision for the college and align with the latest goals of the district.

1. *Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:*
 - *Access*
 - *Curriculum and Programs*
 - *Services*
2. *Community Engagement: We create a trusting environment where everyone is valued and empowered. Areas of focus are:*
 - *Increase Visibility*
 - *Develop Strategic Partnerships*
 - *Building Campus Community*
3. *Organizational Transformation: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:*
 - *Student Access: Completion of Educational Goals*
 - *Employee Development*
 - *Transparent Infrastructure*

B. ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

The college's integrated planning process, revised in July 2015, ensures that its programs and services remain aligned with its purposes, character, and student population. The Mission Statement and Strategic Initiatives define this work and both are updated regularly through strategic planning events led by EVC's Institutional Effectiveness Committee ([IEC](#)).

Evergreen Valley demonstrates its effectiveness by collecting evidence of student learning and success, assessing how well learning and achievement are occurring, and making changes to improve outcomes for students through the EVC Integrated Planning Model. Furthermore, the plan organizes key decision-making processes and allocates human, technological, fiscal, and physical resources to support improvement in student outcomes.



Evergreen Valley College Integrated Planning Model



All courses, including DE courses are part of regular [program reviews](#) and [annual updates](#) and give programs the opportunity to showcase their successes and challenges in implementing the college’s mission and vision. ([Appendix F](#)) Program reviews also bring learning outcomes into the integrated planning process, allowing each program to demonstrate its achievements, assessments, and improvements on the basis of analyzing the data from this work. ([Appendix G](#)) In this way, program reviews link the planning and outcomes assessment with the college’s decision-making on resource allocation and future planning. Programs and services can then be calibrated on the basis of hard evidence. The college can deploy resources as these are needed to match its purposes, character, and student population. As patterns and trends emerge from its results, these can take center stage in future planning discussions.

In fall 2015, IEC reviewed institutional set standards for monitoring progress in meeting the goals and objectives of the college and further enhancing the meeting of its mission.

EVERGREEN VALLEY COLLEGE STRATEGIC GOAL WORK PLAN

Our Mission

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College’s mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students. We offer associate degrees, associate degrees for transfer, certificates, career technical education, transfer coursework, and basic skills education.

Strategic Initiative 1: Student-Centered:

We provide access to quality and efficient programs and services to ensure student success.

Objective	Owner	Performance indicators	Target and Timeline
A. Access: Develop a balanced schedule of course offerings to better meets the needs of students			
1. Analyze current course offerings, productivity, student success rates- including DED offerings	Instructional Deans & VPAA	100% of course offerings analyzed for spring 2015, summer 2015 & fall 2015	Analysis complete October/November 2015? Implement changes early January 2016 (in time for summer/fall 2016 schedule development)
2. Review data regarding percentage course offerings on weekend schedule (Friday, Saturday, Sunday), including student survey data	Instructional Deans & VPAA	100% of weekend course offerings analyzed Student survey reviewed	Analysis complete October/November 2015? Implement changes early January 2016 (in time for summer/fall 2016 schedule development)
3. Analyze schedule per major to determine length of degree completion	Instructional Deans & VPAA	2 majors reviewed	Analysis complete October/November 2015?
B. Curriculum and Programs: Establish quality curriculum and programs to support student achievement of educational goals			
Objective	Owner	Performance indicators	Target and Timeline
1. Develop additional AA-T or AS-T	Instructional Faculty, Deans, & VPAA	4 new transfer degrees approved?	2015/2016
2. Ensure recency of curriculum by facilitating course revisions within required 6year timeline.	Instructional Faculty & Deans	100% of courses scheduled for ACCC revision	2015/2016



Objective	Owner	Performance indicators	Target and Timeline
3. Expand supplemental instruction to support student success	LA Dean & supplemental instruction faculty	2 additional areas expanded ?	2015/2016
C. Services: <i>Tailor services for a diverse student population to prepare and enable them to succeed academically and become global citizens</i>			
Objective	Owner	Performance indicators	Target and Timeline
1. <u>New students</u> will receive an abbreviated Education Plan, complete assessment and participate in orientation.	Dean of Student Success OR VPSA	?80% of new students	Spring 2015, fall 2015?
2. Upon completion of 15 degree applicable units, <u>continuing students</u> will receive a comprehensive educational plan	Dean of Student Success OR VPSA	?70% of continuing students	Fall 2015, spring 2016?
3. Develop summer bridge program (first year experience) for traditionally underrepresented students	Student Affairs Deans & instructional Deans	Summer bridge pilot created	Summer 2016
1. Develop summer bridge program (first year experience) for traditionally underrepresented students	Student Affairs Deans & instructional Deans	Summer bridge pilot created	Summer 2016

Administrators and deans assisted in the completion of the objectives, performance indicators, and will oversee the meeting of targets and timelines. Beginning in fall 2016, the IEC will utilize data sets based on Appendix G of the ACCJC *Manual for Institutional Self Evaluation: October 2015* to create revised institutional set standards and are aligned with the EVC Mission.

C. INSTITUTIONAL INTEGRITY

The Evergreen Valley College [Code of Ethics](#) was developed with input from representatives of each constituent group at Evergreen Valley College including faculty, staff, and management. Inherent in this code is the belief that each employee and student has the right to dignity and respect.



We, the employees of Evergreen Valley College, agree to act in a responsible and ethical manner in the workplace, and by acting in a way that encourages our peers, students, and colleagues to do the same.

We support the following principles:

To work in a professional manner with a mutual respect for individual differences.

To maintain an open dialogue on issues while respecting differing opinions of colleagues and students alike.

To be open and honest in dealing with students and colleagues and understand the value of having positive collegial relationships.

That our collective responsibility is to create a positive environment that fosters respect for others and their cultural contributions, and to respect the academic curiosity of our students, colleagues and staff at Evergreen Valley College.

This document nor the beliefs herein represented in no way limit the rights or duties of the employees of Evergreen Valley College as provided for by Code, Law, Board Policy, Procedure, or by contract.

This code demonstrates the commitment of the college to act honestly, ethically, and fairly in the performance of their duties and to demonstrate integrity in all policies, actions, and communication. The college represents itself in complete, accurate, identical terms to all constituencies. ([Eligibility Requirement 21](#))

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.



A. Instructional Programs

The standards of educational quality at Evergreen Valley College are the same for all of its courses and programs regardless of their instructional delivery mode. All courses and programs undergo the same rigorous review and approval process to ensure their educational integrity.

Distance education courses and programs are proposed by departments in consideration of student demand, labor market data, program review findings, and college-wide planning documents, as stated in sections A and C. Distance education courses and programs help EVC meet its mission in empowering and preparing students from diverse backgrounds.

The review of all additions, modifications, or deletions of courses and programs is exclusively delegated to EVC's [All College Curriculum Committee](#) (ACCC). This campus-wide constituency group focuses on the overall academic integrity of all course, certificate, and degree proposals and their function within the college, its programs, and its mission. Moreover, ACCC members are responsible for being familiar with and applying the rules and regulations governing curriculum from the California Code of Regulations (Title 5), California Education Code, ACCJC, and the SJECCD [board policies](#) and [administrative procedures](#).

Furthermore, ACCC is charged with the review of all new certificate and degree proposals using criteria endorsed by the [Curriculum Committee of the Academic Senate for California Community Colleges](#) and used by the Chancellor's Office to approve programs and courses.

These criteria include the appropriateness to the California Community Colleges' mission as established by the Legislature, regional need, and adequate resources. In addition, ACCC reviews course and program requests for a distance education mode of delivery separately per Title 5 of the California Code of Regulations ([see E.1](#)). The committee ensures compliance with SJECCD administrative procedure on distance education, which includes standards for course quality and instructor-student contact and interaction ([Appendix E](#)).

All courses, regardless of type of credit awarded, scheduled delivery mode, or scheduled location, must adhere to the official course outline of record that has been approved by ACCC, the EVC Academic Senate, the SJECCD board of trustees, and the Chancellor's Office. They also must adhere to established SLOs and assessment measures, which are currently maintained in the [EVC SLO Matrices](#) and are consistent for all sections of a given course regardless of course modality. EVC is currently in the process of implementing the SLO module within CurricUnet; projected phase-in of the module is the 2016-17 academic year.

Course and program SLOs, which are reviewed and approved by the Student Learning Outcomes Committee, are assessed by each discipline as part of program review. Included is a review of trended data that suggest overall effectiveness, including such items as enrollment, certificates and degrees awarded, FTES, and cost per FTES.

In 2015-16, the SLO Committee and Institutional Effectiveness Committee (IEC) will work to more explicitly and directly include distance education in SLO assessment and program review processes. With the college looking to expand its Distance Education Program through participation in the Online Education Initiative (OEI) sponsored by the State Chancellor's Office, the college, SLOC, and IEC realize the importance of increased evaluation data for all online courses; by placing the required review structure and subsequent data now, the process will easily extended to evaluate online programs as they become available.

Through Evergreen Valley College's shared governance process, the College Budget Committee (CBC) uses program review data to assess and determine funding necessary to meet programmatic needs related to all curriculum, including distance education, which allows EVC to support programs and initiatives identified by program review as essential to meeting the varied educational needs of students and meeting the overall mission of the college.

Students at EVC are informed about distance education courses through the [EVC Schedule of Classes](#). A separate and searchable list for Distance education courses is available online. Courses are listed as meeting online; courses with a hybrid meeting pattern also include scheduled in-person meeting locations and times and/or information about required in-person exam proctoring. The [online learning and resources](#) website includes interactive tutorials to help students determine if distance education is right for them.

Thus, Evergreen Valley College demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution. In addition, distance education courses and programs receive special attention in the college planning, proposal, approval, delivery, and support processes to ensure they meet student needs and comply with all external regulations.

B. Library and Learning Support Services

Evergreen Valley College's "[library](#) without walls" philosophy and approach to providing all students with extensive online and on-campus services support students enrolled in DE classes as well as those enrolled in face-to-face classes. Its extensive [online database](#) subscriptions, [catalog](#), e-books, e-periodicals, participation in reference [services](#) such as "[Chat with a Librarian](#)," questions through email or phone, and contracting with commercial and non-profit vendors that host online databases for research all facilitate student access to the necessary materials and sources essential for success in their DE classes.

The Library conducts regular Service Area Outcomes assessments and uses them in the [program review](#) process to improve its programs and services to students. The Library webpage is updated regularly and provides clear direction to the array of sources for students.

EVC provides extensive learning support services to all students, whether they are enrolled in DE, face-to-face, or a combination of classes. The learning support services include general tutoring, tutoring in basic skills in mathematics, English, ESL, and reading, tutoring in the fields of science, technology, engineering, and mathematics (STEM). Most services are available Monday-Thursday from 8:00 a.m. to



6:00 p.m. and on Fridays and Saturday at reduced hours. Service Area Outcomes assessments are also conducted in these learning support programs, and results are used to make improvements.

C. Student Support Services

Evergreen Valley College student support services and programs have continued to respond and adapt to access needs for students enrolled in DE classes. As explained in [Section D.1](#), access to the array of essential services for Admissions and Records, Assessment, Orientation, Counseling, Advising and Educational Planning, Transfer and Career Information, Financial Aid, Disability Services, and a HelpDesk are available via the Internet (webpages), telephone, and/or e-mail.

These essential services continue to be evaluated and improved through regular feedback in the [Program Review](#) process. Service Area Outcomes are also conducted on a regular basis by each area, and results are used to improve services. The college's long-standing commitment to a comprehensive, quality, and accessible student support services program and its investment in technology have been instrumental in these services being reliable to DE students.

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

All faculty are employed at Evergreen Valley College using the same criteria and minimum qualifications required to teach in their discipline, regardless of teaching method of delivery. Full-time faculty recommended for tenure following a rigorous four-year probationary evaluation period are then evaluated every three years. The priorities for full-time faculty hiring are determined through the integrated planning process with input from divisions, deans, Academic Senate, and College Budget Committee. Part-time faculty are hired on an as-needed basis by departments and are evaluated in their first or second semester of assignment and then every six semesters. The evaluation criteria for all faculty are similar, with questions considering both the face-to-face and DE learning environments. A special evaluation instrument is used for students to evaluate DE classes and is facilitated by the Instructional Technology faculty through the Technology Resource Center. EVC's [Professional Development Center](#) in conjunction with the [Technology Resource Center](#) provides extensive learning opportunities for all faculty to remain current in their discipline, to learn new pedagogical strategies, and to develop and learn about the latest uses of technology in course delivery. Many faculty also attend conferences, workshops, and seminars as part of their on-going professional development activities. Additionally, all faculty teaching DE courses are required to complete training prior to teaching



DE courses (see [Section D2](#)). All administrative and classified support staff directly responsible for the support of the DE program and services are hired according to the District's established [policies and procedures](#) and meet minimum qualifications for their job functions. An annual evaluation cycle ensures performance feedback and goal setting for all administrative and classified support employees. Professional Development opportunities are provided for administrators and classified staff through workshops and attendance at conferences to ensure currency in their respective areas of responsibility and to support their on-going technology literacy.

B. Physical Resources

The college's physical resources are safe and sufficient to support the quality and integrity of its DE program and all its essential services. The college's multi-level planning cycles and processes ensure on-going evaluation and planning for its academic programs regardless of the method of instructional delivery (see [Standard 1B](#)). The multi-level planning cycles include an [Educational and Facilities Master Plan](#), a three-year Strategic Plan, a Technology Plan, and Program Review and Planning processes. These planning cycles are all integrated with the College's budget development and resource allocation model.

C. Technology Resources

Evergreen Valley College has a long-standing commitment to the use of technology for course delivery and delivery of essential support services. Its investment in Information Services, the Technology Resource Center, and Library Services, collectively provide the foundation for the technological infrastructure essential to EVC's successful delivery of DE classes. The movement from Moodle to the [Canvas learning management system](#) as a participant in the State Chancellor's office [Online Education Initiative, second cohort](#), will continue to provide a stable and reliable environment for course development, delivery, and training while realizing cost savings for the college. All students have access to computer labs and a HelpDesk. The planning for technology hardware, software, facilities, operations, staffing levels, and training are integral components of the Technology Plan, Distance Education Plan, and Program Review and Planning processes. The extensive and comprehensive technology resources are all designed to support the needs and success of the DE program offered to the EVC community.

D. Financial Resources

Evergreen's Integrated Planning and Resource Allocation Decision-making Model provides sufficient resources to support the successful delivery of its DE program and student support services. All resources for DE are supported by the General Fund. Since becoming a Basic Aid district in 2013, EVC maintained its minimum 14% reserve and sustained the quality and integrity of its academic programs and support services, regardless of the method of delivery, and also. On-going planning, evaluation, and revision to improve programs and services are the foundation of the multi-level planning cycles at EVC. The Program Review and planning processes, which include annual updates, facilitates the opportunity to address specific fiscal operational needs for DE. Longer-term fiscal needs are addressed through the Strategic Plan, the Technology Plan, and the Distance Education Plan. The division dean for [Business and](#)



[Workforce Development](#) and the Technology Instruction faculty for the Technology Resource Center manage the operational budget for DE.

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Process

EVC engages in a participatory governance model that seeks input from all college constituencies. The [College Council](#) is charged with implementing the college's integrated planning, evaluation, and resource allocation model and makes recommendations to the president. All constituent groups are represented and participate on the College Council. The [Academic Senate](#) has primary responsibility for academic and professional matters and leads the college's work relevant to DE through the [All College Curriculum Committee](#), [College Technology Committee](#) and Distance Education ad hoc committee. Planning and evaluation of technology and online education is integrated within the participatory governance structures and planning processes of the college.

B. Chief Executive Officer

The president of Evergreen Valley College is responsible for the quality of the institution, and assuring the college meets or exceeds eligibility requirements, accreditation standards, and commission policies at all times.

The president oversees the [College Council](#)—the main recommending body to the president. Through participation in the council the president meets the responsibility to guide and delegate institutional improvement by receiving input from appropriate administrative, constituent, and governance leaders and groups. Numerous shared governance committees report and forward recommendations to the council thus insuring broad participation in decisions, procedures, and policies at the local level. Participation by the president at district level governance groups, e.g. [executive council](#), further assures the effectiveness of the college and its alignment with district policies and procedures while meeting the college's mission through its own goals and objectives.



C. Governing Board

The San Jose Evergreen Community College District [Governing Board](#) is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The Chancellor is responsible for implementing policies set by the board. Board Policies speak to the quality of education offered by the college. [Board Policy 4020: Program, Curriculum, and Course Development](#) states that “programs and curricula of the district shall be of high quality, relevant to the community and student needs, and evaluated regularly to ensure quality and currency.” Per [Board Policy 4020.7: Compliance](#), “All courses and programs shall comply with standards and definitions as set forth in the Education Code of the State of California, Title 5, Administrative Regulations of the Chancellor of the Community Colleges of the State of California, and District/college procedures.

Accompanying [Administrative Procedures 4020: Program, Curriculum, and Course Development](#) and [4105: Distance Education](#) define specific standards for courses offered through DE including a separate course approval process. Through board policy, the board has established the expectation that all courses offered are of equivalent quality regardless of the method of delivery. Through its administrative procedures, the college has defined and established a rigorous course approval process and standards for offering courses via DE.

