

EVERGREEN VALLEY COLLEGE

2019 Integrated Planning Manual

Updated Fall 2019

Office of Planning, Research and Institutional Effectiveness



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President's Message

I am pleased to present Evergreen Valley College's Integrated Planning Manual. This manual represents the work of our committees, campus leadership and all campus stakeholders who have the opportunity to contribute to the participatory governance decision-making on campus. This manual includes our college values, vision and mission and relies on the work of faculty, classified staff, administrators and students. With many initiatives guiding our work, including Guided Pathways, the State Chancellor's Vision for Success, Student Equity, Strategic Enrollment Management and AB-705, the leadership and governance work is extremely important to the planning function of the institution. In this manual, we outline the committees on campus, their contribution to governance, our integrated planning cycle and how data-driven decisions are made on campus.

About Evergreen Valley College

Evergreen Valley College (EVC) opened its doors in 1975 to 3,000 students and currently hosts nearly 15,000 students from more than 70 countries. The rich variety of cultures, which both enhances and enriches campus life, comprises one of the most diverse student bodies within the California Community College System.

Planning for the college began on July 1, 1964, when the San José/Evergreen Community College District (SJECCD) officially became an independent college district. The site was purchased in 1967 and named Evergreen Valley College in 1970. When the first two buildings were complete in 1975, we welcomed our first graduating class.

Bond measures passed in 1998, 2004, 2010 and 2017, have allowed us to renovate and build much needed classrooms and labs for biological sciences and nursing education programs, a robust Library, a center to accommodate vibrant student life, the Montgomery Hill Observatory, and the Center for the Arts, which includes a 400-seat Theater.

In addition to these new buildings, existing facilities have been improved. The over 30-year-old Cedro and Physical Education buildings have been renovated to 21st century standards. The college also renovated Gullo, a center to accommodate vibrant student life. There have been extensive site improvements including walkways, utilities, landscape, driveways/fire lanes and bicycle parking, throughout campus. In addition to Gullo I and II, there are new outdoor areas to facilitate student congregation: such as the Central Green, VPA Plaza, Tech Plaza, and the MS3 green area.

Many of our students find the open space and vibrant greenery a conducive environment to the pursuit of excellence. The District Police is headquartered at Evergreen Valley College.

Mission

The Mission and Vision statement describes the college's intended student population and the services the district promises to provide to the community. As such, this statement is the touchstone for the entire planning process.

The college reviews the Mission every three years (see Board Policy 1200). Following a review and revision in early fall 2015, the revised mission statement was approved by the Board of Trustees in October 2015. The Institutional Effectiveness Committee (IEC) will review the mission statement again in fall 2019 and any changes will go through the governance process for approval.

The Evergreen Valley College Mission Statement is:

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, and transfer coursework.

Vision

Evergreen Valley College will be a high-quality learning institution that is student-centered with a welcoming acceptance of all in an open environment.

Foundational Principles

In the Evergreen Valley College integrated planning model, planning processes are based on a common set of assumptions and follow well-defined procedures. The ultimate goal of all planning is student learning and success. Assessments focus on how well students are learning and, based on those assessments, changes are made to improve student learning and success.

District planning policies and practices demonstrate institutional effectiveness and a cycle of continuous quality improvement. Dialogue regarding institutional improvement occurs in an ongoing and systematic cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. This cycle and the processes used to link the components of the Evergreen Valley College Integrated Planning Model to one another are described in this manual.



Evergreen Valley College Integrated Planning Model



EVC Integrated Planning Model Narrative Description

<p>EVC Mission</p>	<p>Unifies planning activities with a common set of assumptions</p>
<p>Institutional Plans (Pink)</p>	<p>Includes long-term college plans and projections: Educational Master Plan (EMP) & Facilities Master Plan (FMP)</p>
<p>Strategic Planning (Blue)</p>	<p>Includes the short-term college plans: Ongoing Planning Activities: Strategic Initiatives</p> <ol style="list-style-type: none"> 1. Improve Student Success 2. Support Student Success 3. Enhance Institutional Effectiveness 4. Enhance Institutional Effectiveness in the community at-large
<p>Functional/Unit Plans (Green)</p>	<p>Operational Planning</p> <ul style="list-style-type: none"> • Enrollment Management Plan • Distance Education Plan • Success and Support Plans • Technology Plan • Student Equity Plan • SLO Assessment Plan • Program Reviews

Relationships of Plans

The State's *2017 Vision for Success* document, San Jose Evergreen Community College's Board of Trustees *Global Ends Policy Statement*, a district-wide mission, and the District's *2018-2025 Strategic Priorities* document provide a framework that ensures EVC approaches future services to the community in a similar manner, and with a common sense of purpose. EVC, through its collegial planning processes, developed its own goals and strategies to reflect the most current assessment of needs and opportunities facing the communities it serves.

The Educational Master Plan

The Educational Master Plan (EMP) is the college's long-term plan and, as such, projects the future of Evergreen Valley College for the coming decade.

The planning process begins with an analysis of internal and external scans to provide a foundation for the dialogue about the district's effectiveness in advancing its mission and for identifying anticipated challenges. The result of this dialogue is the development of institutional goals that serve as the basis for the district's next three-year strategic plans and for institutional program review. Through these processes, the EMP is linked to the Mission Statement.

These links are described further in the subsequent pages of this Integrated Planning Manual in the sections on the strategic plan, institutional program review, and resource allocation.

The EMP spans from 2015 to 2020; and plans to update the EMP are forthcoming.

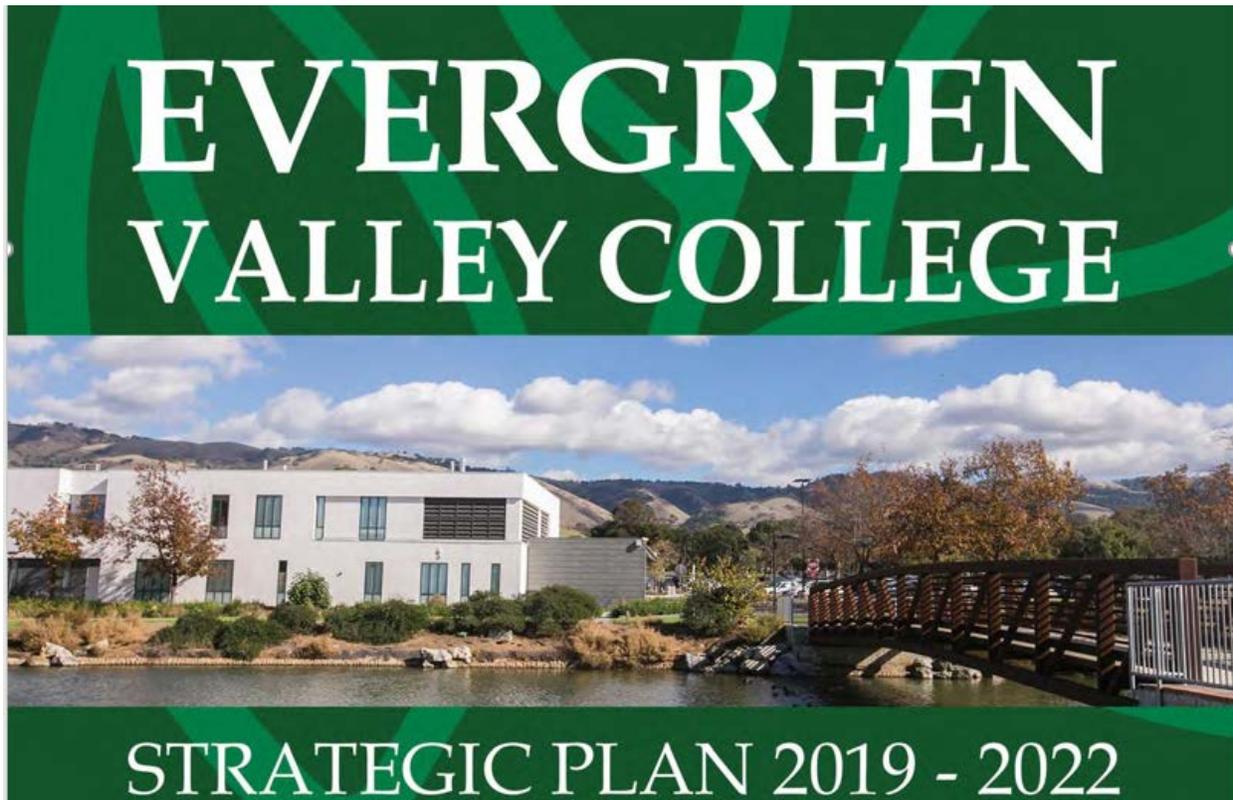
The Strategic Plan

The Strategic Plan is the college's short-term plan. This plan identifies the specific actions that the district intends to take in order to achieve the institutional goals identified in the EMP.

The Strategic Plan promotes continual improvement over time because the process calls for the prioritization of a reasonable number of institutional objectives for college-wide concentration. Each year the district prepares a progress report to document progress on the institutional objectives to reinforce and sustain college-wide dialogue on long-term goals and short-term objectives.

The Strategic Plan, after completion, is submitted for approval through the college's shared governance process and through the Board of Trustees. Subsequent iterations of the strategic plan will be developed when the term of this strategic plan expires.

Evergreen Valley College's Strategic Plan 2019-2022



In academic year 2018-19, the college updated its Strategic Plan, 2019-2022. This plan identifies the priority goals and specific actions that EVC intends to take in order to achieve those goals. A limited number of strategic goals were identified to synthesize major campus initiatives and to extend the State, Board, and District goals. The second step was to formulate action plans that describe the activities and how institutional objectives will be accomplished in support of each goal. Each action plan includes a timeline for completion, the assignment of responsible parties for implementing the action, and a key performance indicator.

Evergreen Valley College Priority #1:

EVC will improve student success

Objective #1.1 Expand the development of educational and career pathways.¹

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 1.1.1: Create & publish educational/career groupings for student pathway selection.	Guided Pathways Vision for Success

Activity 1.1.2: Create and publish roadmaps for all degrees and certificates, including career and wage earning by degree level.	Guided Pathways Vision for Success Strong Workforce Program Strategic Enrollment Management
Activity 1.1.3: Guide students through the pathway using programs, Blueprint for Academic Success, or Counseling Courses 13(Career Planning) and 14 (College Success). ²	Guided Pathways Vision for Success Integrated Plan

Objective #1.2 Increase the number of students earning a degree, certificate, or transferring to a four-year institution and reduce the average number of units accumulated by students earning an associate degree.³

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 1.2.1: Expand and diversify Summer Bridge to support success of students enrolling in college level courses.	Integrated Plan
Activity 1.2.2: Change Math & English composition placement practices per AB 705	AB 705 Implementation
Activity 1.2.3: Leverage technology to support student assessment of self-progress on the path to completion.	Technology Plan
Activity 1.2.4: Identify best programs of intervention and practice and apply them to all degrees and certificates.	Guided Pathways Vision for Success

¹SJECCD Board Ends Policy 1; District Strategic Priority 1, Student Success; District Strategic Priority 2, Workforce & Economic Development

²SJECCD Board Ends Policy 1

³State Vision for Success goal; SJECCD Board Ends Policy 1; District Strategic Priority 1, Student Success

Objective #1.3 Assess and strategically enhance enrollment and completion through practices supporting the student's college experience.⁴

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 1.3.1: Map out all ADTs for two-year, full-time (FT) and three-year, part-time (PT) completion.	Guided Pathways Vision for Success Strategic Enrollment Management
Activity 1.3.2: Conduct needs assessment regarding student enrollment trends (FT vs. PT) and identify an avenue for students to change enrollment patterns.	Strategic Enrollment Management

Activity 1.3.3: Modify current course schedule to create a schedule facilitating ADT degree completion in two-years (FT) or three-years (PT).	Guided Pathways Vision for Success Strategic Enrollment Management
Activity 1.3.4: Create a marketing plan promoting a two- year (FT) or three-year (PT) completion agenda and the impact of financial aid. ⁵	Guided Pathways Vision for Success
Activity 1.3.5: Capture student experience by conducting quick surveys after registration to ensure classes that are needed are available.	Guided Pathways Vision for Success

⁴SJECCD Board Ends Policy 1; District Strategic Priority 1, Student Success; and District Strategic Priority 5, Communication

⁵Note the "15 to complete Financial Aid agenda" and students can complete 30 units per year using fall, spring intersession, and spring regular terms.

Evergreen Valley College Priority #2:

EVC will support student success

Objective #2.1 Address student basic needs.⁶

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 2.1.1: Partner with Second Harvest Food Bank and other community partners to increase monthly food giveaway.	Guided Pathways Vision for Success
Activity 2.1.2: Expand food pantry items outside of monthly food sharing to support student needs.	Guided Pathways Vision for Success
Activity 2.1.3: Establish additional support for students including a resource guide for housing and legal support services, student closet, professional development, and/or safety needs.	Guided Pathways Vision for Success
Activity 2.1.4: Establish campus space and opportunities for student social engagement (i.e. social hub).	Guided Pathways Vision for Success
Activity 2.1.5: Assess the feasibility of re-establishing childcare and providing lactation stations.	Facilities Master Plan
Activity 2.1.6: Evaluate the adequacy of disability parking for students.	Facilities Master Plan
Activity 2.1.7: Improve marketing and community efforts to promote services. ⁷	Guided Pathways Vision for Success

⁶SJECCD Board Ends Policy 1; District Strategic Priority 1, Student Success

⁷SJECCD Board Ends Policy 2

Objective #2.2 Enhance academic support through early intervention.⁸

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 2.2.1: Seek endorsements from the Academic Senate and, academic bargaining unit or faculty association, AFT for the Early Alert System (EAS), provide brief messages for faculty to insert in syllabi, implement a practice to acknowledge receipt of a referral and inform faculty of follow up actions.	Integrated Plan
Activity 2.2.2: Expand the subjects supported by net tutor (24/7 tutoring).	Technology Plan
Activity 2.2.3: Utilize technology to change the Early Alert System so that faculty can initiate a referral at any time without batching, allow emails and text to be sent via Canvas, and explore possible linkage of Canvas attendance records to the college student information system. ⁹	Technology Plan Integrated Plan
Activity 2.2.4: Provide student support services for all students including day, evening, and online. ¹⁰	Integrated Plan
Activity 2.2.5: Establish a campus case management model for monitoring and supporting student progress on their educational path.	Technology Plan Integrated Plan

Objective #2.3 Increase health and mental wellness support.¹¹

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 2.3.1: Provide ongoing campus-wide training on mental and wellness issues, e.g. Maxient, Accessibility, Title IX, and Cognito training.	Guided Pathway
Activity 2.3.2 Formally establish the ARC.	Professional Development Integrated Plan

⁸SJECCD Board Ends Policy

⁹District Strategic Priority 4, Technology

¹⁰ibid

¹¹SJECCD Board Ends Policy 1; District Strategic Priority 6, Total Work Environment

Evergreen Valley College Priority #3:

EVC will enhance internal institutional effectiveness

Objective #3.1 Clarify the college governance structure.

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 3.1.1: Update and disseminate the 2012 college Shared Governance Decision Making Handbook.	Accreditation - Quality Focus Essay

Objective #3.2 Strengthen internal communications to facilitate a more cohesive college community.¹²

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 3.2.1: Through campus discussion, develop and implement a college communication plan.	Accreditation - Quality Focus Essay
Activity 3.2.2: Create time and space for dialogue to promote a culture of inquiry.	Accreditation - Quality Focus Essay
Activity 3.2.3: Continue committee chair training and facilitate communication between committees. ¹³	Accreditation - Quality Focus Essay

Objective #3.3 Address program influence/impact on the college.

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 3.3.1: Add a prompt to the college program review template addressing to what extent programs influence/impact the college.	Accreditation - Quality Focus Essay
Activity 3.3.2: Because all areas on campus, from instructional to student services, complete program review as a means to gauge success and reflect on aspects that need improvement, and because resource allocation is connected to program review – administrative and support offices will now complete program review.	Accreditation - Quality Focus Essay

¹²District Strategic Priority 5, Communication

¹³District Strategic Priority 6, Total Work Environment

Objective #3.4 Establish structure and timeline for measuring internal institutional effectiveness.

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 3.4.1: Develop floor and aspirational performance goals within accountability systems such as Institutional Set Standards for the Accrediting Commission for Community and Junior Colleges (ACCJC).	Accreditation - Quality Focus Essay
Activity 3.4.2: Monitor college performance metrics such as Institutional Set Standards (ISS), Board Ends Policies, State Vision for Success Goals, Institutional Effectiveness Partnership Initiative (IEPI) Framework, Simplified Metrics Indicators (if they replace the Scorecard and IEPI Framework), and Student Learning Outcomes for improvements (student success and learning benchmarks, institutional and program level).	Accreditation - Quality Focus Essay
Activity 3.4.3: Review/Revise the college integrated plan (BSI, SEP, SSSP).	Integrated Plan-now known as SEA
Activity 3.4.4: Establish clear accountability measures for program review completion (leverage tech-dashboard). ¹⁴	Accreditation - Quality Focus Essay
Activity 3.4.5: Implement an operational planning calendar, including yearly research agenda.	Accreditation - Quality Focus Essay
Activity 3.4.6: Monitor impact of student retention and persistence.	Guided Pathways Vision for Success
Activity 3.4.7: Identify/assess interventions or practices that have been most successful in improving student success.	Guided Pathways Vision for Success

Evergreen Valley College Priority #4:

EVC will enhance institutional effectiveness in the community at large

Objective #4.1 Increase mutually beneficial activities *in* the San Jose community and South Bay region.¹⁵

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 4.1.1: Develop a baseline inventory of groups and events through which the college <i>engages in</i> the San Jose community and South Bay region. Inventory to include a group name, event location, frequency, purpose, and results.	Guided Pathways
Activity 4.1.2: Participate in festivals and public events that are selected to increase awareness of the college, its instructional programs, and services.	Guided Pathways

Activity 4.1.3: Partner with additional local non-profit, community-based organizations, and for-profit organizations.	Guided Pathways
Activity 4.1.4: Expand the numbers of dual enrollment courses taught at high schools and increase the number of participating schools. ¹⁶	Guided Pathways
Activity 4.1.5: Market college successes that directly impact the community and region.	Guided Pathways

Objective #4.2 Increase community use of college property.¹⁷

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 4.2.1: Host various events <i>on the campus</i> by community groups that are selected as part of the marketing efforts.	Guided Pathways

¹⁵SJECCD Board Ends Policy 2; District Strategic Priority 2, Workforce & Economic Development; District Strategic Priority 3, Organizational Effectiveness and Stability; and, District Strategic Priority 5, Communication

¹⁶District Strategic Priority 1, Student Success

¹⁷SJECCD Board Ends Policy 2

Objective #4.3 Increase the portion of CTE program graduates who find work in their field of study.¹⁸

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 4.3.1: Enhance job placement and after graduation tracking efforts.	Accreditation - Quality Focus Essay

Objective #4.4 Establish a structure and a timeline for measuring *external* college impact.¹⁹

<u>Activities</u>	<u>Campus Initiatives</u>
Activity 4.4.1: IEC drafts a timeline and plan for the development of a measurement structure.	Accreditation - Quality Focus Essay
Activity 4.4.2: IEC drafts and circulates for comment structure (indicators and methods) to measure <i>external</i> college impact.	Accreditation - Quality Focus Essay

¹⁸State System Vision goal; SJECCD Board End Policy 2; District Strategic Priority 2, Workforce & Economic Development

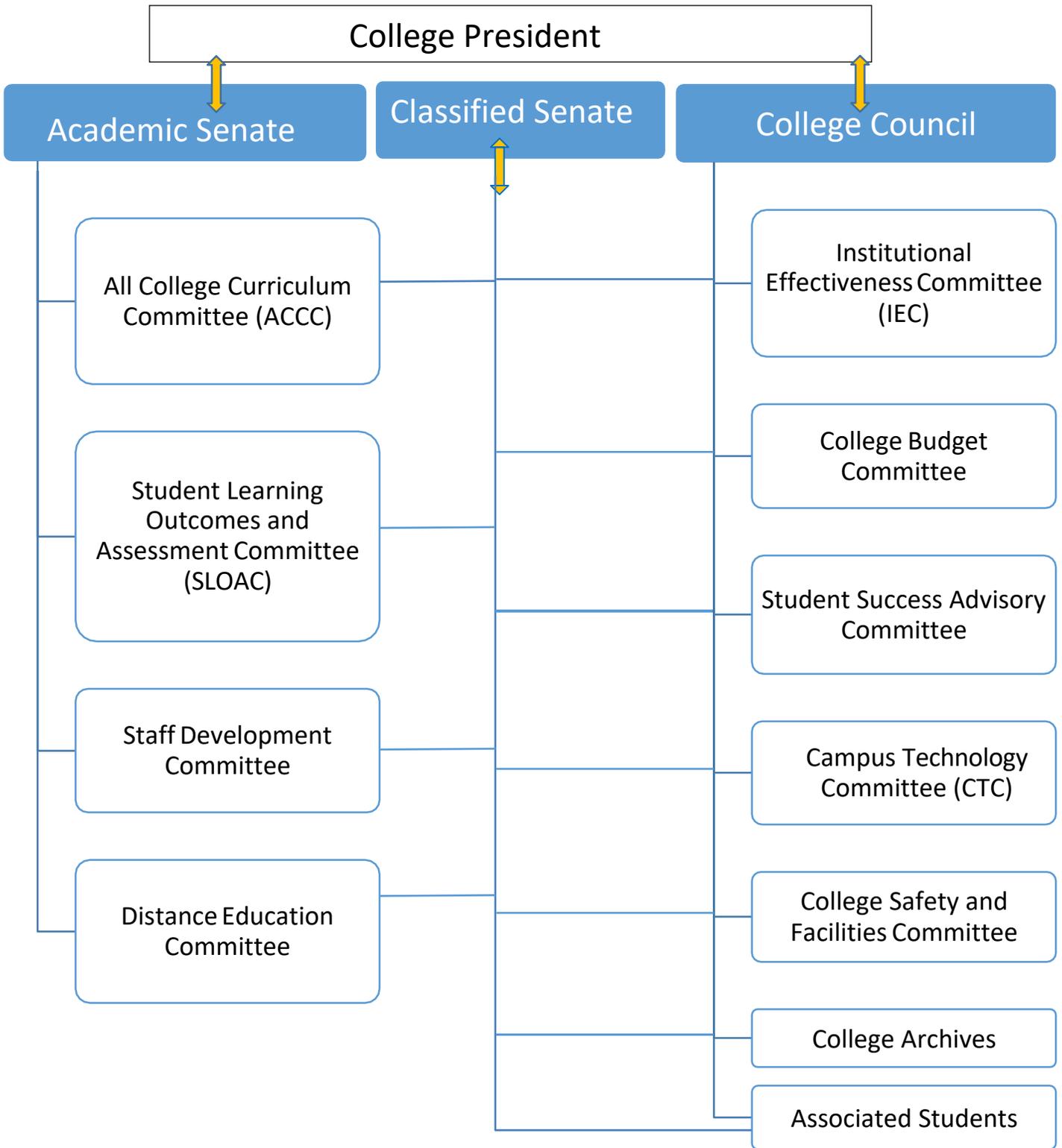
¹⁹SJECCD Board Ends Policy 2

Shared Governance Committees

COMMITTEES / COUNCILS	
EVC Committees and Councils	
Councils	Standing Committees
Academic Senate Administrative Council Associated Students Classified Senate College Council	College Archives All College Curriculum College Archives College Budget College Safety and Facilities Campus Technology Distance Education Institutional Effectiveness Student Learning Outcomes Committee * Staff Development* Student Success Advisory
*Under the oversight of Academic Senate Council	

Committees are under the oversight of either the Academic Senate, Classified Senate or the College Council, and can be either councils or committees, depending on the charge. Academic and Classified Senate Committees will share policy recommendations, actions and comments with the Senates before the Senate advances these to the College Council. The Committees that report to College Council will share their recommendations, actions and comments directly with the College Council. The College Council, with campus-wide representation from each constituent group on campus, and chaired by the College President, is the ultimate decision-making body on campus.

Shared Governance Decision Making Structure



What is Shared Governance?

Education Code §70902(b)(7) calls on the Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” and, further, to ensure “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” The intent of the Legislature in enacting this section of AB 1725 was “to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties” and to assure that “increased faculty involvement in institutional governance and decision making” does not conflict with faculty rights in collective bargaining (Section 4n). This shared involvement in the decision making process does not necessarily imply total agreement nor does it abrogate the ultimate decision making responsibility of the local governing board. Title 5 §§51023.7 and 52023.5 state requirements for the “effective participation” of students and staff, respectively, in the development of recommendations to the governing board. Title 5 §53203 requires the governing board to “consult collegially” with the academic senate on academic and professional matters (defined in §53200). Consequently, the more precise terms call for the governing board to assure effective participation of students and staff and to consult collegially with academic senates.

Participatory Governance at Evergreen Valley College is realized through the committee structure that reports to either the Academic and Classified Senates or the College Council. Senates and College Council committees make recommendations to the College President.

College Council Guidelines

The participatory governance process involves the participation of representatives from appropriate constituent groups who engage in open discussion and timely decision-making in areas of policy development and implementation not specifically restricted by legal and policy parameters. Efforts to mainstream procedures and share decision-making are core. In areas where decision-making is shared, there must also be shared responsibility and accountability. All parties involved in the participatory governance process (students, faculty, classified staff and managers/supervisors) recognize their responsibility to meet with all segments and/or levels of constituency members within their respective groups on a regular basis to gather and report factual information, and to communicate back to their members the rationale for supporting a recommendation or decision.

In exercising their responsibilities, as outlined in Title 5, California Code of Regulations, each constituency group recognizes the importance of input from representative committees and task groups in the participatory governance process. Appointments to such committees and task groups should be made from as many areas and/or levels within each constituency group as possible to ensure input from those most directly impacted by policies and procedures, and to ensure that such policies and procedures are carried out in an efficient and effective manner.

Operational Rules for all Open Committees

- Open meetings mean that any individual may attend and participate in the meetings of the Governance groups; however, voting privileges are reserved for committee members.
- The committee for the subsequent year will be formed in the spring (approximately May) of the previous academic year. New appointees will take office in September when the academic year begins.
- The Chair, or Co-Chairs, of the Committee, if not designated, will be elected by the committee representatives in the spring term and take office on July 1. All Chairs and Co-Chairs will have the responsibility to contact the college Presidents' secretary as previously stated (see Decision Making Process).
- All Chairs are responsible to provide constituents with goals, direction, and committee process clarification.
- All Chairs will establish leadership roles that welcome, encourage, and respect views from all multicultural constituents. Additional duties include:
- Responsibilities of the chair include:
 - Email committee agenda to the campus community a minimum of 24 hours in advance of the meeting or 72 hours for Brown Act Meetings (Academic and Classified Senate).
 - Add Public Comment (3 minutes max) as a standing agenda item.
 - Establish Committee Goals at the start of the AY and evaluate completion of goals at the end of the AY. The evaluation is completed through the form provided by Dean of IE.
 - Publish committee agendas and minutes on the shared governance webpage.
 - Biannual committee updates provided to the group the committee reports up to Academic and Classified Senates or College Council.

When a committee or constituency is given the responsibility for developing a recommendation, or if a committee or constituency is generating a recommendation of its own, it will be done with the following understandings:

- All recommendations will focus on the current major strategic planning directions.
- Governance committees must give due consideration to the resources available to implement the recommendations.
- Governance committees must develop timelines for reaching their recommendations. The timeline must be responsive to the needs of the college.
- Governance committees shall identify the stakeholders of the issues under consideration and actively invite their participation prior to forming any recommendation. Stakeholders shall be given the opportunity to participate in discussions that will form the basis for making recommendations affecting them.

College Council, Senates, and all Governance committee chairs must provide a list of core representatives, including name, office number, discipline, division and email address to the College President secretary and she/he will distribute this information to the Vice President of Academic Affairs, Vice President of Student Affairs, Presidents of the Academic and Classified Senates, and Associated Students after the Spring committee assignments.

Assessment of Planning and Shared Governance

A survey was administered in spring 2018 that assessed the planning and shared governance processes through committee work. The respondents were as follows:

Administrator	8
Faculty	16
Staff	6
Student	2

Areas where the results were positive (over 85% agreed or strongly agreed) include:

- The number of committee members is effective in meeting the charge of the committee/council
- Participation on this committee/council in terms of balance (faculty, staff, administrators, and students) is effective in meeting the charge of the committee/council
- The number and duration of the meetings on this committee effectively supported the charge of the committee/council
- The tasks performed by the work groups/subcommittees I have been a part of are relevant to the committee/council's charge
- The charge of this committee/council as it relates to integrated planning at EVC is appropriate

Areas of improvement include:

- Training for committee members
- Distributing the workload with respect to all committee/council members
- Distributing the workload across the calendar year
- Making sure the committee/council is meeting its charge
- Communication between the College Council, Academic and Classified Senates, and/or committees supports making decisions at EVC

Some of the results may be due to some committees having a higher workload one semester than another. For instance, the Institutional Effectiveness Committee reviews program reviews in the spring, increasing the workload for committee members that semester. In addition, new members may join the committee during the academic year, and may have missed the initial committee training in the fall.

Each committee is asked to complete out an annual self-evaluation report. In the fall, each committee lists their goals and in the spring they assess them. They are asked to report on the status of the goal, whether they were completed or still outstanding, and whether or not they need more progress. The committee as a whole reflects on the goal setting and progress made. At the end of the self-evaluation, the committee is asked if they met their charge and asked to list their accomplishments for the academic year. The self-evaluation is included in the appendix and results are posted on the planning webpage.

Shared Governance Committees/Councils on Campus

Academic Senate

Purpose

As part of the governance structure and decision making process of the college, the Academic Senate is an organization whose primary function is to make recommendations with respect to academic and professional matters. Specifically, these topics include (Ref. Title V, Sec. 53200 & District Policy 1520.2):

- Curriculum, including establishing prerequisites, and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as they relate to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate

Recommendations forwarded to:

Governing Board, College President, or College Council, as appropriate.

Committee membership and additional information can be found here:

<http://www.evc.edu/faculty-staff/committees/academic-senate>

Classified Senate

Purpose:

The purpose of the classified senate is to stand as a body representing the various needs, concerns, and viewpoints of the classified staff not related to union negotiation matters.

The senate also aims to provide:

- A means through which classified will coordinate with administration and faculty to assure input from classified regarding college business and classified representation on college committees, thus assisting in the shared governance process.
- A body through which the professionalism of classified is articulated and valued.
- An opportunity for enhancing the democratic process of informed decision-making at Evergreen Valley College.
- An opportunity to develop individual leadership contribution and development among the college's classified staff/professionals.

Recommendations forwarded to:

College Council, District Council, Governing Board, College President, as appropriate.

Committee membership and additional information can be found here:

<http://www.evc.edu/faculty-staff/committees/classified-senate>

Associated Students

Purpose

As part of the governance structure and decision-making process of the college, the Associated Students Executive Board represents all of the Evergreen Valley College students on issues that affect them. The Council serves as a college-wide communication vehicle to and from constituency groups.

Recommendations forwarded to:

Governing Board, President, Academic and Classified Senates or College Council as appropriate. Committee membership and additional information can be found here:

<http://www.evc.edu/faculty-staff/committees/associate-students>

Campus Technology Committee

Purpose

The purpose of the Campus Technology Committee is to assess campus computer resources and to develop, and annually update, a three-year comprehensive Technology Master Plan for the coordination of campus-wide computing. Specifically, the committee will:

- Make recommendations to the College Council on matters relating to the

acquisition and use of technology campus wide

- Create, and annually update, an EVC Technology Master Plan, Telecommunications Technology Information Program (TTIP) and Tech II Plans, and promote, evaluate and monitor their implementation
- Promote the use of computers and other technology on campus
- Make recommendations for use of technology training for faculty and staff development in collaboration with the Staff Development Committee and Learning Resources Consortium
- Make recommendations regarding priorities for the acquisition of technology, hardware and software, design and use facilities and other related resources during the review and development process. Such recommendations could include priorities for support staff, training and access to computer resources and laboratories.
- Recommend procedures for the placement, operation, repair and replacement of technology resources

Recommendations forwarded to: College Council. Committee membership and additional information can be found here: <http://www.evc.edu/faculty-staff/committees/campus-technology>

College Budget Committee

Purpose

The purpose of the College Budget Committee is to be an advisory body to the College President on process, procedures, and development of the college budget. Specifically, the committee is charged to:

- Learn the elements of the budget and review Governing Board and District priorities
- Recommend college budget priorities and a campus budget development process
- Make recommendations to the College Council for the allocation of funding and/or budget reductions
- Disseminate accurate and timely budget information to the college community.

Recommendations forwarded to: College Council. Committee membership and additional information can be found here: <http://www.evc.edu/faculty-staff/committees/college-budget>

College Council

Purpose

The College Council is a representative council (administration; faculty; classified staff; students) that advises the College President. Specifically, the Council will:

- Provide college-wide input on shared governance issues through review and discussion
- Serve as EVC's main policy body that forwards recommendations on shared governance issues
- Make recommendations to the College President provided by the Shared Governance Committees
- Disseminate accurate and timely budget recommendations
- Oversee development and implementation of strategic planning
- Assures that strategic planning occurs as a result of campus-wide input
- Assures that initiatives are implemented in a timely manner and are revised regularly, based on assessment and the needs of the college
- Assures that the Mission, Vision and Values of the College are reviewed and revised at regular intervals
- Maintain/Implement Integrated Planning Manual. Exchange information among governance groups
- Develop and maintain College Council Timeline Review/Record/Implement and disseminate college procedures as they relate to Shared Governance.

Recommendations forwarded to: College President. Committee membership and additional information can be found here: <http://www.evc.edu/faculty-staff/committees/college-council>

Safety and Facilities Committee

Purpose

The purpose of the College Safety & Facilities Planning Committee is to:

- Promote college culture of safety by supporting campus safety education and training.
- Review and make recommendations regarding procedures related to safety.
- Ensure a clear mechanism for individuals to report safety/facility issues, providing regular communications to the campus where the information is located.
- Review and make recommendations on bond projects to be included in the Facilities Master Plan, including prioritization of new buildings.
- Review major facilities remodeling projects and assign priorities and timelines for completion of such projects.
- Review and make recommendations on the efficient and effective utilization of college facilities.

Recommendations forwarded to: College Council. Committee membership and additional information can be found here: <http://www.evc.edu/faculty-staff/committees/college-safety-and-facilities>

Distance Education Committee

Purpose

The purpose of the Distance Education Committee (DEC) is to oversee and guide the college by providing training and implementation of all the online and hybrid courses across the curriculum and programs. The committee shapes the college's approach to create robust and quality online learning by implementing a Common Course Management System (CCMS). The committee strives to support a campus culture to create innovative and cost-effective solutions to overcome the challenges in Distance Education (DE).

Specifically, this committee will:

- Provide guidance in identifying appropriate approval process of online and hybrid courses
- Provide campus-wide training utilizing the Online Education Initiatives (OEI) Rubric
- Promote CCMS and OEI Rubric through division/departments and campus activities
- Provide input to the online evaluation form(s) (ex: online courses and faculty)
- Provide input to the Distance Education Plan

Recommendations forwarded to: Academic Senate. Committee membership and additional information can be found here: <http://www.evc.edu/faculty-staff/committees/distance-education>

Institutional Effectiveness Committee

Purpose

- Assure all college planning is aligned and responsive to the college mission and goals
- The committee oversees college accreditation, program review and strategic planning processes

Accreditation Charge:

- Oversee the Accreditation compliance process and related accountability in consultation with the VP of Academic Affairs and the various constituent groups
- Coordinate accreditation activities, including preparation of self-study reports, midterm reports, interim reports, annual reports, and site visitations for accreditation reaffirmation, to ensure sustainable and continual quality improvement
- Create and monitor a work plan and schedule inclusive of the accreditation cycle

- Receive and distribute information to and from campus and community constituencies
- Maintain accreditation reports and update resources in the Accreditation Resource Center (Evidence Room)

Program Review Charge:

- Establish, monitor, and oversee the program review criteria, process, implementation, and accountability in consultation with the Academic and Classified Senates and college council
- Facilitate a data driven Program Review process that will inform institutional priorities
- Coordinate information and data (SLO) with SLO Sub-Curriculum Committee
- Develop and monitor Program Review schedule for the college campus and implement formal notification of scheduled program reviews
- Provide consultation and feedback during program review process
- Ensure program review is available for public access

Strategic Plan Charge:

- Establish, monitor, and oversee the Strategic Planning process, implementation and accountability
- Ensure all college planning is responsive to the college vision, values, mission goals, community, and student demographics, while integrating district mission and values
- Ensure that all planning processes involve appropriate segments of the college community
- Forward recommendations to College Council and Academic and Classified Senates as appropriate
- Create process to report ongoing assessment of the effectiveness of the college strategic plan
- Oversee the Educational Master Plan process, implementation, and accountability

Recommendation forwarded to: College Council and Academic and Classified Senates as appropriate. Committee membership and additional information can be found here:

<http://www.evc.edu/faculty-staff/committees/institutional-effectiveness>

Curriculum Committee

Purpose

The purpose of the College Curriculum Committee is to review, approve, and recommend additions, deletions and changes to the curriculum of the college.

Specifically, this committee will:

- Review, approve and recommend additions, deletions and changes to the curriculum of the college
- Articulate and coordinate curriculum matters with San Jose City College, UC, CSU, and other appropriate entities
- Review, approve and recommend new programs and instructional requirements for students

Recommendations forwarded to: Academic Senate. Committee membership and additional information can be found here: <http://www.evc.edu/faculty-staff/committees/all-college-curriculum>

Staff Development Committee

Purpose

The purpose of the Staff Development Committee is to plan and coordinate the staff development activities for faculty and staff. The committee will also work in collaboration with the College Technology Committee in planning and funding activities. The Staff Development Committee is charged with the following responsibilities:

- Assess the needs of the college as they relate to staff development and improvement of instruction
- Develop programs and strategies to meet these needs
- Annually evaluate the staff development program and funding guidelines
- Examine and approve or deny requests for staff development funding
- Develop, update and maintain policies to promote staff development
- Plan and coordinate Professional Development Day activities subject to the requirements of the Faculty Association Collective Bargaining Agreement and approval of the Academic and Classified Senates. (See FA Contract, Sections 11.6, 7, 8, 9 & 10).
- A Professional Improvement Committee shall consist of three (3) representatives of the Academic Senate, one (1) administrator, and one (1) representative of the Faculty Association

Recommendations forwarded to: College Council or Academic and Classified Senates, as appropriate. Committee membership and additional information can be found here:

<http://www.evc.edu/faculty-staff/committees/staff-development>

Student Learning Outcomes Assessment Committee

Purpose

The purpose of the Student Learning Outcome Assessment Committee (SLOAC) is to oversee and guide the college process for writing/incorporating SLOs and assessment across the curriculum and programs. The committee shapes the college's approach to assessment by providing a common assessment language through SLO Assessment Plans and the standardized assessment reporting templates. The committee strives to support a campus culture of assessment by encouraging assessment dialogue and sharing best practices to improve student learning and integrate results into college planning.

Specifically, this committee will:

- Provide guidance in identifying appropriate assessment measures for SLOs
- Provide structure for mapping of outcomes (course, program, institution) and documentation of assessment results
- Facilitate staff development on SLO assessment and reporting
- Promote campus assessment dialogue through division/departments and campus activities
- Provide campus-wide progress reports on assessment activities

Recommendations forwarded to: Academic Senate

Academic Senate supports SLOAC work by:

- Championing SLO related initiatives/activities- reporting back to divisions, and linking assessment work to improvement
- Actively contributing to the culture of assessment by participating in and sharing assessment results, while helping to lead campus efforts
- Supporting Institutional Learning Outcomes (ILO) assessment activities by participating in assessments, and adopting standardized rubrics

Committee membership and additional information can be found here:

<http://www.evc.edu/faculty-staff/committees/student-learning-outcomes-assessment>

Student Success Advisory Committee

Purpose

The Student Success Advisory Committee (SSAC) is responsible for providing advice to the Dean of Student Success on program policies, processes, and service delivery strategies to increase student success through the Student Success and Support Program (SSSP), the Student Equity Plan (SEP), and the Basic Skills Initiative (BSI). The committee also seeks out and disseminates effective, research-based practices that aim to help students identify and complete their education and career goals.

- Reviews proposed plans for SSSP, SEP, and BSI and provides feedback
- Reviews program outcomes and provides recommendations for continuous

program improvement

- Discusses issues and challenges in the implementation of SSSP, SEP, and BSI plans and makes recommendations
- Presents annual reports to the College Council on the progress the institution is making in implementing these plans
- Identifies and disseminates student retention and intervention strategies and works to integrate these into the daily fabric of the institution

Recommendations forwarded to: College Council. Committee membership and additional information can be found here: <http://www.evc.edu/current-students/student-success/student-success-committee>

Student Success and Equity Planning- Annual Reporting

Through Senate Bill 1456, the Student Success Act of 2012 and the Board of Governor's Student Equity policy, the Student Success Support Plan (SSSP), the Student Equity Plan (SEP) and the Basic Skills Initiative (BSI) are state mandated programs. The planning and reporting structure related to these programs are provided by the California Community College Chancellor's Office (CCCCO). The plans are developed and revised on an annual basis, with an integration planning process for SSSP, SEP and BSI.

The Student Success Advisory Committee (SSAC) serves as an advisory group to the Deans responsible for SSSP, SEP and BSI and provides recommendations on the development of the interventions or activities that support the plans. The Student Success Dean provides an annual report - in late spring semester -to college council, and the faculty co-chair of SSAC provides an annual update to Academic and Classified Senates - late spring semester. The Dean of Non-Credit provides an annual report to college council in late spring semester.

SLO Assessment Planning- Annual Reporting

SLO Assessment Planning and reporting college progress on SLO Assessment is facilitated by the Student Learning Outcomes Assessment Committee (SLOAC).

Courses and Instructional Program SLO Assessment

- Assessment and evaluation of interventions is ongoing. However, the minimum assessment standards include:
 - Assessment planning for the year begins at the first division meeting of the academic year
 - At least one course or program SLO is assessed each year
 - Sharing assessment results and interventions occurs biannually during division/department or faculty meetings
 - Updated SLO assessment matrices are sent to SLO Coordinators on or before March 1st

- When all SLOs have been assessed, then assessment cycle begins again

Career Technical Education courses and Programs

- Assessment and evaluation of interventions is ongoing. However, the minimum assessment standards include:
 - Assessment planning for the year begins at the first division meeting of the academic year
 - At least one course or program SLO is assessed each year
 - Sharing assessment results and interventions occurs biannually during division/department or faculty meetings
 - Updated SLO assessment matrices are sent to SLO Coordinators on or before March 1st
 - When all SLOs have been assessed, then assessment cycle begins again

Student Services Programs

- Assessment and evaluation of interventions is ongoing. However, the minimum assessment standards include:
 - Assessment planning for the year begins at the summer manager's meeting
 - At least one program SLO is assessed each year
 - Sharing assessment results and interventions occurs biannually during division/department or faculty meetings
 - Updated SLO assessment matrices are sent to SLO Coordinators on or before March 1st
 - All SLOs have been assessed by 2018, then assessment cycle begins again

Administrative Unit Outcomes (AUOs)

- Assessment and evaluation of interventions is ongoing. However, the minimum assessment standards include:
 - Assessment planning for the year begins at the first division meeting of the academic year All AUOs are assessed annually
 - AUOs annual reports submitted to SLO Coordinators on or before March 1st
 - Sharing assessment results and interventions occurs biannually during division/department or staff meetings

Institutional/GE Learning Outcomes (ILO)

- Assessment and evaluation of interventions is ongoing. However, the minimum assessment standards include:
 - Assessment planning involves 1.5 years and begins at the first SLOAC meeting of the academic year
 - At least one ILO is assessed each year
 - Sharing assessment results and interventions occurs biannually during Professional Development Days (PDD) or campus communication.
 - Updated ILO assessment matrices are sent to SLO Coordinators on or before

December 1st

- All ILOs have been assessed by 2018, then assessment cycle begins again

Reporting campus progress on SLO Assessment

- The SLO Coordinator track SLO assessment progress at all levels
- SLOAC provides summary report to area managers biannually
- SLOAC provide campus progress report to Academic Senate annually in March
- SLOAC provides campus progress report in the ACCJC Annual report in March
- Faculty completing program reviews address student learning by reviewing, in aggregate, SLO assessment results and interventions

Program Review

Program Review is a self-assessment by the college's instructional and non-instructional programs. It promotes institutional effectiveness and provides a basis for the college's budget planning and resource allocation. Through Program Review, college programs systematically collect and analyze quantitative and qualitative data, gauging their performance by comparing these data against state standards.

Instructional Programs undergo program review every six years, Career Technical Education programs undergo program review every two years, and Student Support Services undergo program review every three years.

Program Review includes the use of reflective conclusions to formulate plans to sustain or improve the programs, to advance the mission of the college, and to support institutional goals and institutional objectives. Improving student learning and achievement are central to the analysis of program effectiveness for instructional disciplines and student services programs.

Each academic year, Program Review begins in fall semester to allow sufficient time for meaningful discussion among colleagues and supervisors. The process can be summarized as Review, Reflect, and Plan. Program Review criteria require all programs to list or link to institutional goals and program commitments as well as program (PLOs) and course-level student learning outcomes (SLOs). Programs report on assessment results, progress toward achieving goals, and any evidence indicating a need for additional resources.

Program Review is a key stage of the integrated planning process at Evergreen Valley College. The Institutional Effectiveness Committee (IEC) oversees the Program Review process under the authority of College Council. IEC membership includes faculty, classified staff, students, administrators, and the Institutional Effectiveness Office. Once IEC has reviewed and recommended approval for a successful Program Review, College Council then has the authority to approve it.

Budget Allocation Cycle for Program Review

<ul style="list-style-type: none">• Program Review is submitted by November 30th to IEC
<ul style="list-style-type: none">• IEC approves first draft, forwards resource requests to committees, by February 28th
<ul style="list-style-type: none">• Vet data requests through the following Committees in March:<ul style="list-style-type: none">• Technology• Academic and Classified Senates• Facilities for prioritization
<ul style="list-style-type: none">• Budget Committee will review requests and prioritize funding to be spent in the next Academic Year in April
<ul style="list-style-type: none">• Budget Committee will send recommendations to College Council in May
<ul style="list-style-type: none">• The College Council will send their recommendation to the EVC President by the end of May for funding for the next Academic Year

The Institutional Effectiveness Committee and Vice President of Administration set the yearly budget allocation process for Program Review to align with the College Budget Process. The College operates on an academic schedule with the fiscal year beginning July 1st. After Program Reviews are submitted to the Institutional Effectiveness Committee at the end of November, resource requests are forwarded to the appropriate committee for prioritization: Technology, Academic and Classified Senates or Facilities. The committees will review requests and make recommendations to the College Council. All initiatives that are funded will receive notification before the end of May for funds to expend in the next academic year.

Full-time Faculty Hire Request Process

EVC Academic Senate Fall 2019/20

Timeline:

Oct 1	Academic Senate approved this faculty hire process for 2019/20 academic year.
Oct 10	Faculty hire requests are due to Academic Senate Office by 5:00 PM Thursday Oct 10 (electronic submission please).
Oct 15	The Academic Senate will review all faculty hire requests. Faculty should be present to answer any questions the Senators may have regarding the request. In addition, faculty may sign-up to provide up to 2 minutes of clarifying remarks to the Senate about their request.
Nov 5	Senators will approve a prioritized list of full-time faculty hires for the academic year 2019/20. The list will then be delivered to the college President as the Senate's recommendation.

How to submit a faculty hire request:

Submit a written one-page summary of the rationale/justification supporting the request for a full-time faculty position. Additional information supporting the request may be attached. Consider retirements, mandated changes, new initiatives, demonstrated growth trends, improvement of student success, transfer, graduation, certificates and any other relevant information.

Submit the request to the Academic Senate Office (electronically)

EVCAcademic.Senate@evc.edu and copy Karen.frey@evc.edu by **5:00 PM October 10, 2019**.

The Academic Senate will make its recommendation based upon a number of factors including but not limited to: course fill-rates, wait lists, FTEF, number of students served, number of sections offered in an area, number of full-time faculty, number of adjunct faculty, safety concerns, retirements, mandates, program review information, the recommendation by existing department faculty and other information.

While faculty are encouraged to submit full-time faculty hire requests, the absence of such a request does not limit the Academic Senate to identify full-time faculty needs in a department and forward that recommendation to the President. Should this occur all faculty in the affected department will receive notice no later than October 14 at 12 noon and will be invited to the October 15 Academic Senate meeting to share their recommendation.

During the November 5 Academic Senate meeting the faculty hire list will be approved and forwarded to the college President.

APPENDIX

Annual Self Evaluation Report Academic Year 2018 / 2019

GOALS	COMPLETED	PARTIAL completion	NEEDS MORE PROGRESS
<p>List goals committee hopes to address for the academic year in this column</p>	<p>At year end, committee as a whole will discuss progress on all goals (in these columns)</p>		

PERFORMANCE	Summarize progress on all 4 areas at the end of the academic year	
Fulfillment of Committee Charge		
Communication to and from constituencies and campus community		
Overall quality of the committee's deliverables / outcomes		
Integration of committee process and products		
REFELCTION	2018-19 ACCOMPLISHMENTS	FUTURE RECOMMENDATIONS