Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Evergreen Valley College
3095 Yerba Buena Avenue
San José, California, 95135

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

December 15, 2022

Certification

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

From: Dr. Tammeil Gilkerson
Evergreen Valley College
3095 Yerba Buena Road
San José, CA 95135

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

[Chief Executive Officer of Multi-College District, if applicable]	[Date]
[Chief Executive Officer]	[Date]
[Chairperson, Governing Board]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]

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A. Introduction

College History

Evergreen Valley College was established in 1975 with a total enrollment of 3,000 students and today approximately serves 8,000 students each semester (e.g., 8,245 in fall 2021). Planning for the College began on July 1, 1964, when the San José-Evergreen Community College District became an independent college district. Situated in the eastern foothills of the city of San José and at the base of Mount Hamilton approximately 160 acres was purchased by the district in 1967. The College was named Evergreen Valley College in 1970. After its first two buildings were completed, the campus opened in 1975.

The EVC campus occupies 130 acres in the northeast corner of the district-owned property. The District's Board of Trustees approved in spring 2022 the Tamien Nation Land Acknowledgement, which states that the Evergreen Valley College campus is part of unceded aboriginal homeland of the Tamien Nation, past, present, and future (A-1).

With 47 degree and 24 certificate programs, the College has degree programs which require a minimum of 60 units to complete, and certificate programs of achievement and specialization (Program offerings found here at https://catalog.evc.edu/college-profile/course-program-offerings/). Career and academic pathways at the College include arts and media, behavioral sciences and humanities, business, health and human services, industrial technology and transportation, and STEM (i.e., science, technology, engineering, and math).

The campus continues to expand and improve with new buildings and renovated facilities. The College now has the Automotive Technology Building, MS3 Building (Math, Science, and Social Sciences), Fitness Center, Veterans Freedom Center and Central Green. In terms of expanding student resources, the campus provides complimentary charging stations for electronic devices, career apparel closet, food pantry, and assistance with basic needs; such as food and toiletries. Recently, a new sports complex with futsal, pickleball and basketball courts were opened for student and community use. Projects underway include a new Student Services Complex, Language Arts Building, and General Education Building (A-2).

Since the last accreditation cycle, the College has been continuing to build its distance education program, offering zero textbook cost courses, and creating late start courses to support students in their educational goals. The pandemic advanced faculty's teaching skills as courses were converted to online. The College now offers a certificate program in Online Teaching and Educational Technology designed to meet the growing needs of online educators in a wide variety of teaching sectors like K-12 teachers, Higher Education faculty, Community College Professors, non-profits, governmental agencies and businesses that develop online training programs. Students also have access to online tutoring, online counseling, laptop rental, and Wi-Fi that extends throughout the campus and to the student parking lots to meet the demands of online and hybrid learning environments.

Student Enrollment Data

The information presented in this section are from the College's Educational Master Plan 2022-2027 (A-3).

Comparative Approach to Student Data

To illustrate the distinctive characteristics of the College's student population, the student

demographic data compares the main features of students from Silicon Valley community colleges, including De Anza, Foothill, Gavilan, Mission, San José City, and West Valley. These data show where the College is making significant progress of improving the student experience from connection with the College to goal completion and areas for focused strategies in the Educational Master Plan to improve outcomes and eliminate opportunity gaps for students.

Headcount

As seen in Table 1, Foothill College and De Anza College are significantly larger than Evergreen Valley College, with Gavilan having the smallest number of students. The headcount for all but one of the colleges in the region has decreased during the pandemic.

College	**2016-2017**	**2020-2021**	**Percent Change**
San Jose City	12,567	13,413	7%
Evergreen Valley College	**14,273**	**13,832**	**-3%**
De Anza	32,255	29,619	-8%
Foothill	33,689	29,113	-14%
Gavilan	9,187	7,257	-21%
West Valley	16,526	13,012	-21%
Mission	15,864	11,768	-26%

Table 1: Five-year student headcount for colleges in the Silicon Valley. Source: CCCCO Data Mart

Gender, Age, and Ethnicity

Compared to all Silicon Valley community colleges, Evergreen Valley College has:

- a higher percentage of female students (nearly 60% of the student population);
- the highest proportion (32.5%) of traditionally aged students (aged 24 and younger); and,
- the lowest percentage of White students (7.4%), making the College the most ethnically diverse of the regional community colleges.

Enrollment Status and Journey Type

Comparatively, Evergreen Valley College has:

- the highest proportion of continuing students (72.7%), but the lowest percentage of first-time students (11%);
- a relatively low proportion of Special Admit students (high school concurrent enrollment);
- a higher proportion of degree/transfer students; and,
- the highest number (106) and proportion (13%) of non-degree applicable courses (basic skills).

Student Journey by Educational Goal

Based on declared educational goals, the College has a higher proportion of Degree/Transfer students (64.8%) compared to other Silicon Valley colleges (52.2%), and a lower proportion of Short-Term Career and Technical Education (CTE) (10%) and Undecided/Other (19.4%) students.

Labor Market Data

To close opportunity and equity gaps evident in regional demographic data, the College must ensure that it offers career education and transfer programs that prepare students to earn a living wage. The occupational projections provided here point to areas for the College to re-examine its current programs and ensure that it aligns its offerings to future opportunities for its students.

The living-wage estimates for the occupational projections are based on the MIT Living Wage Calculator data for Santa Clara County (A-4). As the average household size reported in the US Census is approximately three (i.e., 2.97), a minimum threshold of $27.64 per hour to support a household of three (2 adults, both working, 1 child) is applied in Table 2 below with annual salaries assumed to be full-time and 2,080 hours. This estimation of a living-wage salary also closely aligns with a self-sufficiency threshold of $27.07/hour per adult in a family of four. Occupations displaying $0.00 hourly or annual wage indicate that an estimate could not be provided or that workers may not work full-time year-round. Therefore, it is not feasible for these occupations to calculate an hourly wage; however, these occupations have been included in these data sets because occupational demand is relevant for future planning.

Demographic Data

Population growth rates for the region and state were near zero in 2020. In the Silicon Valley region, this stagnation is due to both declining birth rates and a notable pattern of outward migration. The overall population of Santa Clara County is projected to grow from nearly 2 million in 2020 to about 2.4 million in 2060. However, the projected growth is due to an aging population (the number of residents aged 40 and younger is projected to remain about the same). The population is aging, as seen in the increase of residents ages 65 and over and a decline in the number of children under the age of 18.

In 2019, residents who identified as White were the largest ethnicity of the Silicon Valley region's population, while Asian residents represented the majority (35%) of the non-White population. Black/African American residents continued to represent approximately 2% of the non-White population, which is a decade-long pattern. Population growth in Santa Clara County will come primarily from an increase in the Latinx and Asian people, with the White and Black/African American populations remaining relatively stable.

Socio-economic Data

Residents' educational attainment levels continue to be exceptionally high; but most Latinx and Black/African American residents do not have undergraduate degrees, which translates to socioeconomic disparities in income, housing, health care, and other crucial metrics. Notably, 56% of San José residents have less than a bachelor's degree. The data presented in this section come from several sources: the 2021 Silicon Valley Index created by Joint Venture Silicon Valley, the US Census American Community Survey (2015-2019), and the California Department of Education.

Occupational Title	Entry Level Education	2018-2028 Total Job Openings	Annual Job Openings	Avg. Annual Earnings
Dental Hygienists	Associate degree	1,450	145	$123,003
Mechanical Drafters	Associate degree	390	39	$107,824
Web Developers	Associate degree	3,320	332	$104,443
Diagnostic Medical Sonographers	Associate degree	350	35	$103,606
Electrical & Electronics Drafters	Associate degree	880	88	$100,041
Respiratory Therapists	Associate degree	830	83	$99,459
Computer Numerically Controlled Machine Tool Programmers, Metal & Plastic	Postsec. non-degree award	520	52	$91,405
Radiologic Technologists	Associate degree	650	65	$90,592
Paralegals & Legal Assistants	Associate degree	2,440	244	$88,549
Computer Network Support Specialists	Associate degree	2,140	214	$85,158
Computer User Support Specialists	Some college, no degree	13,040	1,304	$83,463
Environmental Engineering Technicians	Associate degree	210	21	$83,146
Civil Engineering Technicians	Associate degree	350	35	$77,416
Electrical & Electronics Engineering Technicians	Associate degree	5,440	544	$73,463
Heating, Air Conditioning, & Refrigeration Mechanics & Installers	Postsec. non-degree award	2,850	285	$73,049
Life, Physical & Social Science Technicians	Associate degree	780	78	$71,992
Surgical Technologists	Postsec. non-degree award	540	54	$71,246
Environmental Science & Protection Technicians, Including Health	Associate degree	610	61	$70,868
Healthcare Practitioners & Technical Workers	Postsec. non-degree award	210	21	$70,654
Licensed Practical & Licensed Vocational Nurses	Postsecondary non-degree award	2710	271	$69,622
Architectural & Civil Drafters	Associate degree	790	79	$66,476
Audio & Video Equipment Technicians	Postsec. non-degree award	680	68	$63,963
Medical Records & Health Information Technicians	Postsec. non-degree award	770	77	$62,196
Health Technologists & Technicians	Postsec. non-degree award	950	95	$62,196
Telecommunications Equipment Installers & Repairers	Postsec. non-degree award	2900	290	$61,109

Table 2: San José–Sunnyvale–Santa Clara Metropolitan Statistical Area living-wage occupational projections requiring an associate degree, post-secondary non-degree award, some college/no degree, more than 20 annual job openings, 2018-2028. Source: California Economic Development Department EDD Labor Market Information Division

Santa Clara Valley high school graduates are projected to decrease from 20,634 in 2020 to about 19,000 in 2033, a drop of about 7%. Evergreen Valley College enrolls about 10% of local high school students in the fall after graduation, around 800 annually.

Job losses resulting from the COVID-19 pandemic were particularly pronounced in Community Infrastructure and Services Jobs (-15% between mid-2019 and mid-2020), more than half of which are low-skill/low-wage jobs. Other occupational areas hard hit by the pandemic were Arts, Entertainment and Recreation (-54%), Personal Services (e.g., beauty salons, nail salons, and dry-cleaning services) at -54%, and Accommodation and Food Services (-41%).

By the end of 2020, Silicon Valley's unemployment rate was 5.9% (approximately 87,600 unemployed residents across Santa Clara and San Mateo Counties). However, the unemployment rates vary by ethnicity and occupation: Black/African American residents experienced an increase in unemployment (3.4% in 2016 to 3.8% in 2019), and low-income workers who earn less than approximately $29,000 annually experienced rates of up to 29%.

While 2019 census data reports that the vast majority (97%) of Silicon Valley students had access to a computer and broadband internet at home, the pandemic laid bare existing digital inequities, as thousands of students did not have access to reliable connectivity. The shift to distance learning during the pandemic coupled with digital inequality resulted in a decline in graduation rates, with an overall increase of 3% in the high school dropout rate. This shift combined with digital inequity disproportionately impacted unhoused students (50%), English-language learners (28%), Latinx students (16%) and socioeconomically disadvantaged students (16%).

Since 2010, income gaps between the highest- and lowest-earning households in Silicon Valley increased twice as quickly as in California or the US and reached a peak in 2019. While Santa Clara Valley is relatively affluent, the City of San José, which comprises over half the county's population and is within the College's service area, is markedly less wealthy, with lower educational attainment and income and higher unemployment.

Silicon Valley's poverty rate remains relatively low (6%) compared to California (12%); however, these poverty estimates are based on the Federal Poverty Threshold, which does not factor in the region's high cost of living. Additionally, in 2019 the Valley's most impoverished residents were young adults ages 18-34 (7.3%), Black/African American residents (11%), and children (19%). More than a third of Silicon Valley students, ages 5-17 (134,200 students), qualified for free or reduced-price school meals (FRPM) in the 2019-2020 school year. Notably, Latinx, Black/African American, and multiple race/ethnicity residents are almost twice as likely to be in poverty as Whites. Pre-pandemic food insecurity estimates in the region vary according to source but range between 6% and 17%, and food insecurity rates quadrupled during the pandemic.

Self-sufficiency (i.e., the amount of income necessary to meet basic needs without public subsidies or private/ informal assistance) varies by gender, ethnicity, education level, family size, citizenship status, and other factors. Overall, while the household poverty rate is generally low, nearly 30% are not self-sufficient. Additionally, 73% of households headed by single mothers were below the self-sufficiency threshold wage of $16.65/hour for a two-adult household with no children or $27.07/hour per adult in a family of four. Furthermore, 81% of Latinx non-citizen households and 84% of single parents with three or more children were below the standard in 2018 (pre-pandemic).

Sites

The Evergreen Valley College campus is located at 3095 Yerba Buena Road, San José, California, 95135. The College is part of the San José-Evergreen Community College District, which is a two-college district. The other college in the district is San José City College, closer to downtown San José and approximately 12 miles from Evergreen Valley College.

Specialized or Programmatic Accreditation

Currently, the College offers 47 degrees and 24 certificates with three career educational programs that maintain accreditation and professional certification. The three EVC programs are accredited through their respective agencies:

- Certified Nursing Assistant Program (California Department of Public Health Aide and Technician Certification Section);
- Registered Nursing Program (California State Board of Registered Nursing); and,
- Honda PACT (Professional Automotive Career Training) (ASE Education Foundation).

Unique to the campus is the Tesla START Program, a program jointly run by Tesla, Inc. and the College. The program is an educational and training partnership between the College and Tesla, Inc., which manufactures electric vehicles. Evergreen Valley College is one of two colleges in the California Community College system that offers the Tesla START Program.

Evidence List

- A-1: EVC Land Acknowledgement
- A-2: EVC Builds website
- A-3: EVC Educational Master Plan
- A-4: Living Wage Calculator for Santa Clara County, California

B. Presentation of Student Achievement Data and Institution-Set Standards

The College establishes and reviews institution-set standards (ISS) for student achievement outcomes to evaluate achievement data and to provide information for the ACCJC Annual Report. The institution-set standards are reviewed each year as many of the variables are reflected in the College's Vision for Success Goals which were created in spring 2019. The Institutional Effectiveness Committee examines the College's performance and determines if the ISS and stretch or aspirational goals are reasonable goals for the College, weighing in historical term performance and internal/external environments that may influence outcomes. These data are represented in Table 3.

Vision for Success Goals for the College were submitted to the Community College of California Chancellor's Office on May 31, 2019. The College aligned its goals based on the state-level goals. Goal benchmark data are all based on the 2016-17 academic year, except for transfer data which are based on 2015-16. Baseline data were examined and goals were set to be achieved by 2021-22.

The goals set by the State Chancellor's Office include:

1. increasing completion of awards;
2. increasing transfers to CSU/UC institutions;
3. decreasing unit accumulation of AA/AS degrees;
4. increasing field of study employment in Career Education; and,
5. reducing equity gaps across all measures.

Although not part of the College goals, the state-level goals include reducing regional achievement gaps. The State Chancellor's Office created the Student Success Metrics Dashboard to allow for transparency and public access of the student outcomes data related to the Vision for Success Goals. These data are represented in Table 4.

Successful Program Completion Rates

Student outcomes for success includes supporting students with completing their degree within a timely manner, transitioning students to postsecondary coursework, earning a Chancellor's Office approved certificate, and earning an associate degree (including associate degrees for transfer). The College has created program maps and enrolled first-time students into transfer level Math and English courses that will likely decrease the average units earned by degree earners. The College is also committed to supporting students with transferring to four-year institutions by increasing AD-Ts programs.

Average Number of Units Accumulated by All First Time Associate Degree Earners

Among students who enroll at the College and earned an associate degree for the first time in the selected academic year, the table below are the average number of semester units in the California community college system they earned up to and including the selected year. It includes a breakdown for AA/AS degree (not for transfer) earners and Associate Degree for Transfer (AD-T) earners. The average units earned includes units earned while the student was a dual enrollment student at any college and basic skills courses. In 2014-15, students had 97 average units which has decreased by 11.3% to 86 units in 2019-20 for all associate degree earners. These data are represented in Table 5.

Metric	ISS	Stretch Goal	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	6-Year Average*
Course success rate	71%	73%	72%	72%	72%	72%	75%	76%	73%
Degree completion	644	745	576	675	715	822	795	1,010	766
Certificate completion	66	80	64	58	236	105	97	286	141
Transfer volume	673	970	609	649	686	602	650	757	659
Licensure Pass Rates									
Nursing Program (RN NCLEX)	80%	95%	85%	94%	95%	96%	95%	90%	93%
Nursing Assistant/Home Health Aide	90%	95%	99%	90%	93%	97%	96%	96%	95%
Employment Rates for Career Education									
Nursing Program	70%	75%	74%	82%	88%	78%	73%	74%	78%
Nursing Assistant/Home Health Aide	90%	100%	99%	85%	95%	100%	100%	96%	96%
Honda PACT Program	90%	100%	95%	100%	n/a	89%	100%	100%	97%

Table 3: Institution-Set Standards (ISS)

Note: Institution-Set Standards (Floor) and Stretch (Aspirational) Goals shown here are for 2020-21. There is a one-year lag because transfer data is not available until the fall semester. The institution-set standards are based on taking the three-year average and multiplying it by 90 percent. Likewise, the stretch goals are based on the previous three-year stretch goals, actual performance, enrollment, and increasing the goal approved by the Institutional Effectiveness Committee. An n/a in a cell indicates fewer than 10 students.

Sources: Student Success Metrics Dashboard, CCCCO; Data Mart, CCCCO; UC Information Center; and CSU Analytics.

Among all students, increase the number of:	Baseline Year	Goal for Target Year	% Increase	Progress Towards Goal (2020-21 data)
1A. Associate Degrees, including ADTs (20%)	598	758	27%	798
1B. Chancellor's Office Certificates (20%)	70	84	20%	271
1C. Vision Goal Completions (20%)	639	766	20%	900
2A. Associate Degrees of Transfer (35%)	275	371	35%	459
2B. Transfer to CSU or UC (35%)	767	1,035	35%	935
Among all students, decrease average units for:	Baseline Year	Goal for Target Year	% Decrease	Progress Towards Goal
3A. Associate Degrees, including ADTs (79 units, -9%)	96	87	-8%	86
Among all students, increase:	Baseline Year	Goal for Target Year	% Increase	Progress Towards Goal
4A. Median Annual Earnings (10%)	$31,700	$34,236	8%	$35,504
4C. Jobs Closely Related to Field of Study (10%)	60%	66%	10%	65.5%

Table 4: Vision for Success Goals

Note: Progress towards goal are 2020-21 preliminary data from the CCCCO obtained March 25, 2022 except for associate degrees of transfer (2019-2020 data), average units for associate degree earners (2019-2020 data), and median annual earnings (2018-19 data) on the Student Success Metrics (SSM) Dashboard, and jobs closely related to field of study are from the Career & Technical Education Outcomes Survey 2020 College Report. Goal benchmarks are all based on 2016-17 baseline year, except for transfer which is based on 2015-16. Percentages in parentheses are the State Chancellor's Office goals for the rate of change by 2021-22. Data provided by the State Chancellor's Office in 2019 to establish goals may not match the re-calculated baseline data found on CCCCO's public SSM Dashboard.

Source: Student Success Metrics Dashboard, CCCCO.

Metric	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	% Change 2015-16 to 2020-21
All Associate Degree Earners	93	94	91	89	86	88	-5.3%
All AA/AS Degree Earners	91	95	95	92	90	93	+2.1%
All AD-T Earners	97	97	91	89	87	87	-10.3%

Table 5: Average Units Accumulated and Degree Completion

Note: The College's Vision for Success Goal is 87 units by 2021-22.
Source: Student Success Metrics Dashboard, CCCCO.

Average Number of Units and Terms Accumulated by Associate Degree Earners

As part of the College's Educational Master Plan strategic goal, in two- and five-years the College will embark on reducing the number of units and terms degree earners accumulate using internal data. The goal will focus on reducing equity gaps among racial/ethnicity subgroups. These data are represented in Table 6.

Transitioning Students to Postsecondary Coursework

This metric examines students who took a noncredit adult basic education, noncredit adult secondary education, or noncredit ESL course and subsequently enrolled in either a career education course or any college level credit course or was flagged as pre-apprenticeship in the year or subsequent year for the first-time in the system. For the College, the data on the Student Success Metrics Dashboard is not displayed for 2014-15 through 2018-19 and 2020-21, because fewer than 10 students are included in the metric. In 2019-20 there were 27 out of 127 students (21%) who transitioned to postsecondary coursework.

Attained the Vision Goal Definition of Completion

As part of the Vision for Success goals the Attained the Vision Goal Definition of Completion means the number of students who earned a State Chancellor's Office approved credit certificate/award and was enrolled in the selected year in the district. These data are represented in Table 7. If a student earns multiple awards within a year, the student is counted only once within the highest level of award attained.

The volume of students who earned certificates/degrees in 2020-21 at the College has increased by 106% since 2015-16, with a huge increase for associate degrees for transfer (+714% for AA-Ts and +111% for AS-T degrees). There was a slight drop for associate of arts degrees by -10% within the same timeframe. Overall certificate and degree attainment data are represented in Table 8.

Metric	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
Units Earned	**86.9**	**85.8**	**84.6**	**80.6**	**79.5**	**75.4**
RACE/ETHNICITY						
Am. In./Alaska Native	83.0	65.0	**	**	83.8	101.4
Asian	94.8	91.9	89.4	83.0	83.9	81.7
Black/African American	84.3	85.4	75.5	101.3	73.9	83.3
Latinx	84.7	82.6	81.8	79.2	76.0	69.8
Multi-Ethnicity	77.2	89.5	75.6	71.4	74.9	62.1
Pacific Islander/H. Native	112.0	53.0	51.0	72.9	75.8	75.8
Unknown	81.4	89.3	84.5	81.1	90.6	79.5
White	71.5	69.5	68.6	71.8	67.3	59.6
Terms Enrolled	**7.1**	**8.0**	**8.7**	**8.4**	**8.7**	**8.6**
RACE/ETHNICITY						
Am. In./Alaska Native	10.0	8.0	**	**	9.7	11.4
Asian	7.2	7.8	8.7	8.3	8.4	8.7
Black/African American	7.7	8.1	6.9	8.5	9.8	9.7
Latinx	7.1	8.2	8.9	8.7	9.0	8.5
Multi-Ethnicity	6.6	7.8	7.2	7.3	8.7	6.7
Pacific Islander/H. Native	6.0	6.5	6.0	8.6	8.3	8.4
Unknown	7.9	9.5	9.9	9.3	10.0	9.7
White	6.2	6.5	6.7	7.1	7.1	6.9

Table 6: Average Units/Terms Accumulated and Degree Completion. Source: Internal Data, CROA.

Note: *Baseline year for goal metrics: units earned = 75 (ultimate goal = 60 units) and terms enrolled = 9.0 (ultimate goal = 6 terms enrolled). **No data available.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	% Change from 2015-16 to 2020-21
4%	5%	5%	6%	5%	7%	+3%

Table 7: Vision Goal Definition of Completion. Source: Student Success Metrics Dashboard, CCCCO.

Number of students per academic year: 568 of 12,639 (2015-16); 600 of 12,943 (2016-17); 657 of 13,164 (2017-18); 771 of 13,200 (2018-19); 716 of 13,234 (2020-21); 900 of 12,549 (2020-21, preliminary SSM data provided March 25, 2022).

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	% Change from 2015-16 to 2020-21
EVC Total	640	675	951	934	895	1,316	+106%
Associate in Science for Transfer (A.S.-T)	157	198	253	283	270	331	+111%
Associate in Arts for Transfer (A.A.-T)	36	82	138	205	233	293	+714%
Associate of Science (A.S.)	97	133	129	116	113	128	+32%
Associate of Arts (A.A.)	286	204	195	218	179	258	-10%
Certificate requiring 30 to < 60 semester units	*	1	183	53	76	214	n/a
Certificate requiring 18 to < 30 semester units	*	12	19	52	*	*	n/a
Certificate requiring 16 to fewer than 30 semester units	*	*	*	*	21	72	n/a
Certificate requiring 12 to < 18 units	64	45	34	7	*	*	n/a
Certificate requiring 8 to fewer than 16 semester units	*	*	*	*	3	20	n/a

Table 8: Certificate/Degree Attainment. Source: Data Mart, CCCCO.

Note: *No awards reported.

Transferred to a Four-Year Institution

Data trends show that enrollment at four-year institutions has increased in the past five years, with a 26% increase in UC enrollment, 14% increase in CSU enrollment, and enrollment figures for in-state private colleges/universities and out-of-state institutions steadily increasing each year. These data are represented in Table 9.

	2016	2017	2018	2019	2020	2021	% Change from 2016 to 2021
UC	57	45	69	71	86	72	+26%
CSU	442	466	426	460	543	506	+14%
ISP	50	68	78	92	85	n/a	n/a
OOS	81	80	97	103	113	n/a	n/a

Table 9: Transfers to Four-Year Institutions. Source: UC Information Center; CSU Analytics; and Student Success Metrics Dashboard, CCCCO.

Note: UC = University of California; CSU = California State University; ISP = In-State Private College/University; OOS = Out of State Institution. UC and CSU data show fall enrollees and ISP and OOS data show annual transfers such as 2016 refers to 2015-16 transfers.

There are nine University of California campuses with UC Berkeley being the oldest campus and UC Merced the newest campus. Out of the 72 UC enrollees in 2021, a total of 17 students attended Davis, 13 enrolled at Berkeley, and 11 transferred to Santa Cruz. Students also enrolled at the campuses located in southern California: San Diego (8 students), Irvine (7 students), Riverside (6 students), and Los Angeles (5 students). Trend data shows that enrollment at UC campus locations each fall term increased from 2016 to 2020 with a decrease in fall 2021.

There are 23 CSU campuses and the nearest one to the College is San José State University (insert miles here). Out of the 506 transfer students in fall 2021, 389 students enrolled at SJSU. It is a popular transfer destination. The number of students enrolling at SJSU since 2015 (285 students) was increasing each fall term up to 2020 (427 students) and also experienced a decrease by 2021 (with 389 students). In 2021, the College ranked second out of top 20 community colleges who had undergraduates with an Associate Degree for Transfer on a guaranteed pathway at CSUs.

Students enrolling at in-state private (+70%) and out-of-state (+40%) four-year institutions has increased from 2015-16 to 2019-20, according to figures shown on the Student Success Metrics dashboard. Approximately over 130 to 190 students enroll each year at these institutions combined. On the CCCCO's Data Mart website, the transfer volume outcomes dashboard shows the institutions students have enrolled at by academic year. The top in-state private institutions that students enrolled at in the past six years are DeVry University, Ashford University, and National University. The most popular out-of-state institutions that students have transferred to in the past six years are University of Phoenix-Arizona, Arizona State University, and Western Governors University.

Assessment, Orientation and Student Education Plan

Each fall term, over one thousand students since 2015 enter the college as new students. New students at the College were steadily increasing from fall 2015 to fall 2018, and decreased in fall 2019 by about 600 students to a low of 1,155 students in fall 2021. New students are asked to

attend an orientation, complete an education plan, and be assessed for placement in courses. When looking at the seven-year average, based on fall term data, one third of students completed a comprehensive ed plan, about a quarter completed an abbreviated ed plan, 15% attended orientation and 9% participated in assessment tests. With the implementation of AB 705, allowing students to enroll in transfer level English and math without taking an assessment test, the percentage of students doing assessments has declined to 4% in 2021 compared to 15% in 2015. These data are represented in Table 10.

	2015	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**Avg 2015-2021**
Assessment	16%	16%	14%	7%	2%	1%	4%	9%
Orientation	1%	3%	36%	26%	12%	10%	9%	15%
Abbreviated Ed Plan	15%	26%	19%	31%	26%	23%	20%	23%
Comprehensive Ed Plan	29%	35%	33%	39%	34%	29%	28%	33%

Table 10: Assessment, Orientation and Student Education Plans of New Students (Fall Terms). Source: Internal Data CROA.

Note; N's per fall term of new students: 1,450 (2015); 1,518 (2016); 1,853 (2017); 1,921 (2018); 1,309 (2019); 1,152 (2020); and 1,155 (2021).

Course Success, Course Completion, and Persistence Rates

Course success, or successful course completion, refers to students earning a passing grade for the course (e.g., A, B, C, CR, or P). The denominator for the calculation of success rates would be the total seat count enrollment in the course. These data are represented in Table 11.

Course completion, also known as course retention or retention, is when students earn a grade for the course other than a withdrawal grade (e.g., W or FW); it simply means the student was retained for the semester. The denominator for the calculation of course completion rates would be the total seat count enrollment in the course. These data are represented in Table 12.

Persistence is when students enroll in the subsequent regular term, which can be measured as one term persistence (fall to spring or spring to fall) or fall-to-fall persistence (i.e., one year persistence). This measure examines headcount enrollment at Census Day in one term and accounts for students' enrollment at Census Day in the subsequent term. These data are represented in Table 13.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	% Diff. 2015/16-2020/21
Course Success Rates (%)	72	72	72	72	75	76	+4
GENDER							
Female	73	74	74	74	78	77	+4
Male	70	70	70	69	72	73	+3
AGE GROUP							
19 or Younger	70	69	69	68	73	74	+4
20 to 24	70	70	70	71	75	75	+5
25 to 29	72	73	76	76	78	77	+5
30 to 34	78	78	79	76	81	78	0
35 to 39	78	80	77	81	80	82	+4
40 to 49	80	79	79	80	84	84	+4
50 or Older	80	78	78	78	80	79	-1
ETHNICITY							
Am. In./Alaska Native	80	78	79	80	84	84	+4
Asian	79	79	80	80	83	85	+6
Black/African American	63	61	61	62	63	66	+3
Filipino	73	75	75	75	79	79	+6
Latinx	65	65	64	64	69	68	+2
Multi-Ethnicity	69	72	70	69	75	73	+4
Pacific Islander/H. Native	70	63	67	67	67	62	-8
Unknown	*	*	*	*	*	*	n/a
White	75	73	73	74	78	77	+3

Table 11: Course Success Rates by Academic Year. Source: Student Success Metrics Dashboard, CCCCO.

Note: *No data available.

	2016	2017	2018	2019	2020	2021	% Diff. 2016-2021
Course Completion Rates (%)	85	85	85	85	86	85	0
GENDER							
Female	86	85	86	86	87	85	-1
Male	85	85	84	84	85	86	+1
AGE GROUP							
19 or Younger	86	86	86	86	87	88	+2
20 to 24	84	83	84	83	85	84	0
25 to 29	85	86	85	84	85	83	-2
30 to 34	86	87	86	86	86	85	-1
35 to 39	88	85	87	87	88	87	-1
40 to 49	87	85	90	87	88	83	-5
50 or Older	87	87	85	86	84	84	-3
ETHNICITY							
Am. In./Alaska Native	89	89	87	89	84	84	-5
Asian	88	88	88	87	90	89	+1
Black/African American	79	79	82	84	78	83	+4
Latinx	83	82	82	82	83	82	-1
Multi-Ethnicity	87	86	81	83	84	83	-4
Pacific Islander/H. Native	79	78	86	83	88	82	+3
Unknown	88	88	88	90	89	86	-2
White	84	86	84	86	86	83	-1

Table 12: Course Completion Rates (Fall Term). Source: CCCCO Data Mart.

Note: Course completion data comes from the Data Mart retention outcomes for credit courses. Data Mart race/ethnicity category does not include Filipino subgroup, in this case Filipinos are included in the Asian subgroup.

	2016	2017	2018	2019	2020	2021	% Change 2016-2021
Persistence Rates (%)	69	69	67	69	68	70	+1
GENDER							
Female	68	68	67	70	70	70	+2
Male	71	71	68	69	67	70	-1
AGE GROUP							
19 or Younger	80	79	78	79	78	77	-3
20 to 24	69	71	65	69	67	70	+1
25 to 29	61	60	60	60	59	61	0
30 to 34	57	56	58	58	60	62	+5
35 to 39	60	60	58	60	61	64	+4
40 to 49	60	59	60	61	58	61	+1
50 or Older	68	61	65	66	67	64	-4
ETHNICITY							
Am. In./Alaska Native	57	65	76	70	61	75	+18
Asian	74	72	71	74	75	74	0
Black/African American	61	59	59	63	58	64	+3
Filipino	73	74	69	74	70	73	0
Latinx	66	68	65	67	65	66	0
Multi-Ethnicity	61	70	65	64	68	68	+7
Pacific Islander/H. Native	71	63	82	72	60	68	-3
Unknown	*	*	*	*	*	*	n/a
White	63	60	61	65	66	64	+1

Table 13: Persistence Rates (Fall to Spring Enrollment at the Same College). Source: Student Success Metrics Dashboard, CCCCO.

Note: *No data available.

Distance Education Comparisons

Course Success Rates in Face-to-Face and Distance Education

Distance education (DE), or online courses, were not as highly offered prior to spring 2020 when COVID-19 impacted the delivery of courses. Between 2015-16 and 2021-22 there was an increase of 546 online sections at the College. The huge increase was a consequence of the COVID-19 pandemic in spring 2020. The proportion of online sections increased from 3.8% in 2015-2016 to 39.5% in 2021-22. Likewise, success rates for online courses increased by 9.24% within the same timeframe. A matched comparison group was examined each academic year and face-to-face (F2F) courses had higher success rates, except for 2020-21 where the success rates were similar if rounded to a whole number. Table 14 displays the course success rates of Distance Education, online, sections compared to Face-to-Face, or in person, sections.

Academic Year	Number of Sections	Proportion of All Course Sections	Success Rates	F2F Control Group Success Rates	Matching DE Online Success Rates	Difference between Matched Groups*
2015-16	69	3.84	61.96	70.37	61.59	8.78
2016-17	74	4.17	64.41	70.27	63.69	6.58
2017-18	94	5.25	65.38	71.45	64.41	7.04
2018-19	105	5.73	65.48	70.86	64.68	6.18
2019-20	124	6.89	67.76	70.96	67.65	3.31
2020-21	654	40.17	74.82	75.11	74.97	0.14
2021-22	615	39.55	71.20	74.01	71.23	2.78

Table 14: Distance Education Success Rates. Source: Internal Data, CROA.

Note: * Difference = Face to Face minus Distance Education Success Rate; for this comparison, only sections with both online and face to face sections were included.

Equity Gap Analysis

As part of the Student Equity and Achievement Program and creating a Student Equity Plan for the College, there are five success metrics that are examined for inequity: Successful Enrollment, Persistence, Completion of Transfer-Level (TL) English and Math, the Chancellor's Office Vision Goal Definition of Completion, and Transfer Rates. Successful enrollment is defined as applicants who indicated an intent to enroll at the College in the selected year and who enrolled in at least one term as a non-special admit student in the same year. Persistence is the proportion of students who enrolled in the subsequent primary term after their first primary term of enrollment. Completion of Transfer-Level English and Math is the proportion of students who completed transfer-level English and Math in their first academic year of credit enrollment within the district. Attained Vision Goal Definition of Completion is defined by the State Chancellor's Office as students who earned a credit certificate over 8 units, an associate degree, or a California Community College bachelor's degree. Transferred refers to the number of students who transferred to a four-year institution. The five metrics are disaggregated by gender, race, and special populations (e.g., students with disabilities, first generation, and Veterans). The 2022-2025 Student Equity Plan for the College is due November 2022, and will address goals for increasing the success, or attainment rates, for disparities among primary and intersectional subgroups.

Disproportionate impact (DI) is calculated by comparing the outcome rates of students in a specific subgroup to the outcomes of all other students, and when the gap is larger than a specific threshold then that group is disproportionately impacted. It uses the percentage point gap method minus one (PPG-1) which removes all other students in the formula such that the outcome rate for all other students is subtracted from the outcome rate of the disaggregated subgroup. The threshold to identify DI groups adjusts for the sample size of the subgroup and provides a margin of error to compare groups.

Displayed in Table 15 are the primary subgroup attainment rates with cells in orange backgrounds identifying disproportionately impacted subgroups. For Successful Enrollment, female students, Asian students, and White students were identified as DI. This means that students had the intention to enroll at the College but did not complete the process by enrolling at courses at EVC. Persisted DI subgroups include male students and Latinx students. More support services and outreach are needed for students to achieve their academic goals so they can enroll in subsequent terms. Completion of TL English and Math is also a concern for American Indian/Alaska Native students, White students, multiracial students, first generation students, and veterans. The College has a Veterans office with counseling and academic support, but for the other DI subgroups more intentional target and support will need to be addressed in the 2022 Student Equity Plan. The Vision Goal Completion DI subgroups include male students, American Indian/Alaska Native students, Latinx students, students with disabilities, LGBTQ (lesbian, gay, bisexual, transgender and queer or questioning) students, and veterans. For the Transferred metric, the DI subgroups are male students, American Indian/Alaska Native students, Latinx students, Pacific Islander/Hawaiian Native students, and Foster Youth. Both Vision Goal Completion and Transferred metrics examine end-of-program status at the college, so utilizing the support from the Disabilities and Support Program Office, Youth Empowerment Strategies for Success Foster Care Program Office, Enlace academic program, ASPIRE academic program, and Veterans Office would benefit students at the College.

Table 16 displays the intersectional subgroup attainment rates and DI subgroups. For Successful Enrollment, DI was found for female Asian students and female White students. Persistence DI subgroups include female and male Latinx students, and male first-generation students. Completion of TL English and Math DI subgroups include male American Indian/Alaska Native students, male Latinx students, female and male White students, female and male first-generation students, and female and male veterans. For Vision Goal Completion, DI was found for female and male American Indian/Alaska Native students, female and male Latinx students, male Pacific Islander/Hawaiian Native students, male White students, female and male students with disabilities, male first-generation students, male foster youth, and female and male veterans. DI subgroups for transferred include female and male American Indian/Alaska Native students, female and male Latinx students, female and male Pacific Islander/Hawaiian Native students, and female and male foster youth students.

	Successful Enrollment	Persisted	Completion of TL English and Math	Vision Goal Completion	Transferred
Orange = DI Group					
GENDER					
Female	37.2	72.0	25.4	11.4	21.3
Male	42.9	66.1	18.8	6.4	17.3
ETHNICITY					
Am. In./Alaska Native	sn	sn	sn	0.0	sn
Asian	31.9	75.3	22.7	11.0	24.8
Black/African American	37.7	53.6	33.3	4.7	21.1
Filipino	47.0	80.5	32.8	14.0	29.6
Latinx	50.8	64.8	20.0	7.7	13.4
Multi-Ethnicity	41.4	75.9	33.3	11.7	36.4
Pacific Islander/H. Native	72.2	sn	38.5	28.6	sn
White	22.7	63.8	12.8	6.8	20.4
SPECIAL POPULATIONS					
Students with Disabilities	*	75.9	19.0	4.0	12.0
Economically Disadv.	*	75.8	25.4	9.3	20.3
First Generation	*	67.4	19.9	9.1	19.9
Foster Youth	*	73.9	17.6	3.4	0.0
Homeless	*	sn	*	*	*
LGBTQ	*	72.6	22.8	5.6	15.4
Veterans	*	57.1	sn	0.0	sn

Table 15: Primary Subgroup Data Attainment Rates and Disproportionate Impact. Source: 2022 SEP Data, CCCCO.

Note: *No data available; sn = small sample cohort with fewer than 10 students. Successful Enrollment has only information for gender and race/ethnicity available.

	Successful Enrollment		Persisted		Completion of TL English and Math		Vision Goal Completion		Transferred	
Orange = DI Group *F = Females* *M = Males*	F	M	F	M	F	M	F	M	F	M
ETHNICITY										
Am. In./Alaska Native	sn	sn	sn	sn	sn	sn	sn	sn	sn	sn
Asian	28.8	36.5	77.4	73.0	24.1	21.0	13.1	8.3	23.2	27.0
Black/African American	31.7	50.0	52.9	54.5	38.5	27.3	5.0	4.8	27.3	sn
Filipino	48.4	44.9	79.4	81.4	32.9	31.5	14.8	13.2	36.2	20.6
Latinx	47.4	55.4	68.9	60.9	24.8	14.8	10.0	4.7	15.7	11.1
Multi-Ethnicity	39.3	44.2	85.7	65.4	28.6	40.0	12.5	7.4	33.3	33.3
Pacific Islander/H. Native	sn	sn	sn	sn	sn	sn	sn	sn	sn	sn
White	20.0	25.0	66.7	60.0	12.5	14.0	9.5	3.8	23.1	14.8
SPECIAL POPULATIONS										
Students with Disabilities	*	*	78.6	72.5	22.2	16.7	4.5	3.5	7.7	16.7
Economically Disadv.	*	*	77.7	73.8	29.5	20.0	11.2	7.1	21.2	19.3
First Generation	*	*	70.8	64.0	23.5	14.9	10.8	6.6	22.1	17.0
Foster Youth	*	*	80.0	69.2	30.0	sn	7.1	0.0	sn	sn
Homeless	*	*	*	sn	*	*	*	*	*	*
LGBTQ	*	*	86.5	52.2	23.5	18.5	4.7	6.9	25.0	7.1
Veterans	*	*	sn	58.3	sn	sn	sn	sn	*	sn

Table 16: Intersectional Subgroup Data Attainment Rates and Disproportionate Impact. Source: 2022 SEP Data, CCCCO.

Note: *No data available; sn = small sample cohort with fewer than 10 students.

AB 705 Data

With Assembly Bills 705 and 1705, the focus has shifted from developmental courses to successful completion of transfer-level courses in English and Math. The College is required to maximize the probability that a student enters and completes transfer-level coursework in English and mathematics in one-year, and for ESL students the timeframe is three years to successfully complete transfer-level English. Table 17 represents student success, or attainment rates, of cohort data based on the 2022 Student Equity Plan Data.

	2016-17	2017-18	2018-19	2019-20	2020-21
Orange = DI Group					
Overall	6.8	9.4	14.2	15.1	22.2
GENDER					
Females	6.4	9.1	15.3	16.7	25.4
Males	7.2	9.7	12.9	13.6	18.8
ETHNICITY					
Am. In./Alaska Native	5.9	0.0	33.3	sn	sn
Asian	8.5	10.7	16.0	17.1	22.7
Black/African American	0.0	4.7	10.3	14.3	33.3
Filipino	15.3	22.9	28.5	27.6	32.8
Latinx	4.5	6.8	12.6	11.7	20.0
Multi-Ethnicity	12.1	13.3	21.2	20.4	33.3
Pacific Islander/H. Native	0.0	sn	sn	sn	38.5
White	3.7	11.1	20.2	22.8	12.8
SPECIAL POPULATIONS					
Students with Disabilities	2.9	3.2	9.3	11.3	19.0
Economically Disadv.	6.3	9.4	15.2	15.8	25.4
First Generation	4.3	7.8	12.9	14.6	19.9
Foster Youth	0.0	3.4	11.5	4.3	17.6
Homeless	*	*	*	sn	*
LGBTQ	6.4	5.6	17.9	19.4	22.8
Veterans	0.0	13.3	sn	7.1	sn

Table 17: Successful Completion (%) of Transfer-Level Math and English in One-Year. Source: 2022 SEP Data, CCCCO.

Note: *No data available; sn = small sample cohort with fewer than 10 students.

Job Placement Rates

Table 18 represents the percentage of students who exited the College and did not transfer to any postsecondary institution, who were unemployed and became employed after exiting the College.

	2015-16	2016-17	2017-18	2018-19	2019-20
Overall (%)	46	47	49	41	31
GENDER					
Females	46	46	52	40	31
Males	46	48	44	42	32
ETHNICITY					
Am. In./Alaska Native	*	*	*	*	*
Asian	35	39	41	32	21
Black/African American	*	*	*	*	*
Filipino	76	67	73	50	50
Latinx	53	59	54	50	41
Multi-Ethnicity	82	*	*	*	*
Pacific Islander/H. Native	*	*	*	*	*
White	47	37	60	*	*
SPECIAL POPULATIONS					
Students with Disabilities	52	43	39	*	39
Economically Disadv.	49	55	55	48	43
First Generation	49	60	65	57	52
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
LGBTQ	*	*	*	*	*
Veterans	*	*	*	*	*

Table 18: Job Placement Rates. Source: Student Success Metrics Dashboard, CCCCO.

Note: 2020-21 data is not yet available; * indicates data is missing/not available. Became Employed is the metric in SSM Dashboard.

C. Organization of the Self-Evaluation Process

Over the past two years, Evergreen Valley College has been engaged in dialogue and research to examine the institution and evaluate how the College is meeting each standard. The Accreditation Liaison Officer (ALO), Faculty Accreditation Lead (FAL) and Classified Accreditation Lead (CAL) guided these efforts, meeting regularly to assess progress and plan next steps. Each represent our tri-chair model (consisting of an administrator, a faculty member, and a classified staff member) to lead the four standards. An executive steering committee of campus leaders, including an identified editor, met periodically to examine findings, provide gap analysis, and solidify the actions, plans, and contents, of the Quality Focus Essay (QFE). As members of the Evergreen Valley College Accreditation Committee and members of the Institutional Effectiveness Committee (IEC), the ALO, Tri-chair members, and editor, provided feedback on the District's organized narratives and evidence in Standards IIIA, IIIB, IIIC, IIID, IVC and IVD.

Accreditation updates to multiple shared governance groups (Academic Senate, Classified Senate, and Student Senate), ALO campus updates, constituency groups updates, and college wide email, kept the College community apprised of activities and invited participation. The ISER development and the self-evaluation process was collegial and productive, fostering collaboration and cooperation with all constituencies represented. This report is an accurate appraisal of the institution, a chronical and report of where the College has been, and a vision of Evergreen Valley College's future.

Executive Steering Committee

- Dr. Tammeil Gilkerson, President
- Dr. Matais Pouncil, Accreditation Liaison Officer and Vice President of Academic Affairs
- Ms. Andrea Alexander, Vice President of Administrative Services
- Mr. Howard Wills, Vice President of Student Services
- Dr. Fahmida Fakhruddin, Faculty Accreditation Lead
- Ms. Rita De La Cerda, Administrative Secretary to the Vice President of Academic Affairs
- Ms. Vicki Brewster, College Curriculum Coordinator & Classified Accreditation Liaison
- Ms. Sarai Minjares, Classified Senate President
- Ms. Heather Ott, Faculty Librarian
- Ms. Lorena Mata, Faculty Librarian
- Dr. Garry Johnson, Academic Senate President
- Dr. Lynette Apen, Administrative Accreditation Lead
- Ms. Robbie Kunkel, Administrative Accreditation writer
- Dr. Sarah Harmon, Accreditation Consultant

Section	College Lead Writer
A: Introduction	Dr. Matais Pouncil
B: Presentation of Student Achievement Data & Institution Set Standards	• Dr. Hazel DeAusen • Dr. Amber Machamar, DO collaboration • Dr. Matais Pouncil (ensure connection with Standard IB) • Dr. Lynette Apen (outline/structure support)
C: Organization of Self Evaluation Process	Dr. Lynette Apen
D: Organizational Information	Penny Garibay and Rita DeLaCerda
E: Compliance with Eligibility Requirements	Dr. Hazel DeAusen and Sam Morgan
F: Compliance with Federal Regs	Dr. Hazel DeAusen and Sam Morgan
G: Institutional Analysis of Standards	See table with Chair Assignments
H: Quality Focus Essay (QFE)- Caring Campus and Humanizing Curriculum- EVC IEPI Plan 21-22	Dr. Matais Pouncil and Dr. Lynette Apen, in consultation with Dr. Tammeil Gilkerson and constituents

Table 19: Evergreen Valley College ISER Lead Writers, Sections A-H

Standard	Chairs	Lead Writers/Editing
Standard I Mission, Academic Quality & Institutional Effectiveness, & Integrity	Dr. Antoinette Herrera and Dr. Fahmida Fakhruddin	• Dr. Fahmida Fakhruddin • Dr. Antoinette Herrera • Penny Garibay • Dr. Hazel DeAusen • Maniphone Dickerson • Sam Morgan
Standard II Student Learning Programs and Support Services	Robbie Kunkel, Eric Narveson, and Howard Willis	• Robbie Kunkel • Eric Narveson • Lorena Mata • Laura Garcia • Grace Estrada • Fahmida Fakhruddin • William Nguyen • Howard Willis • Victor Garza • Sam Morgan • Raniyah Johnson
Standard III Resources	Vicki Brewster and Andrea Alexander	• Vicki Brewster • Beatriz Chaidez • Andrea Alexander • Vince Cabada • Terrance DeGray • Eugenio Canoy • Jorge Escobar • Kathy Tran • Jose Chesmore
Standard IV Leadership & Governance	Dr. Matais Pouncil, Sarai Minjares, and Dr. Lynette Apen	• Rita De La Cerda • Dr. Matais Pouncil • Dr. Tammeil Gilkerson • Penny Garibay • Sarai Minjares • Vicki Brewster • Garry Johnson • Dr. Lynette Apen • Rosalie Ledesma • Dr. Amber Machamer

Table 20: Evergreen Valley College ISER Writing Team, Standards I-IV

Accreditation Functions Map (2022)

At San José-Evergreen Community College District, a multi-college district, functions are delineated in support of the colleges with the focus of promoting student success. This Accreditation Functions Map (sometimes referred to as a Delineations of Functions Summary Map) clarifies the locus of responsibility, (College and/or District), for each aspect of the ACCJC Accreditation Standards.

This functional map delineates responsibility based on Accreditation Standards. It is not for the purpose of delineating support for functions. Please refer to the Delineation of Functions Map 2022-2023 for functional responsibilities. The SJECCD Delineation of Functions Map documents responsible parties based upon functions, which has been updated for 2022-2023.

These tables include the standards, along with an indicator for the College and the District, related to one of the following designations:

- Primary Responsibility (P) denotes leadership and oversight of a given function, including design, development, implementation, assessment, and planning for improvement.
- Secondary Responsibility (S) denotes support of a given function, including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.
- Shared Responsibility (SH) denotes that the College and the District are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function, e.g., district and college mission statements.
- N = Not involved
- N/A=Not Applicable

Current Standards	Responsibility	
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity		
The institution demonstrates a 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	**College**	**District**
I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S
I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S
B. Assuring Academic Quality and Institutional Effectiveness		
Academic Quality	**College**	**District**
I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	N
I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
B. Assuring Academic Quality and Institutional Effectiveness		
Institutional Effectiveness	**College**	**District**
I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	N
I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional	SH	SH

programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.		
I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	N
C. Institutional Integrity	**College**	**District**
I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	P	S
I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	N
I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	N
I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH
I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	N
I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	SH	SH
I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	P	S
I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	N

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A	N/A
I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	S
I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	P	S
I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	P	S

Table 21: SJECCD Accreditation Functional Map, Standard I

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	**College**	**District**
II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
II.A.2. (Applicable to institutions with comprehensive reviews scheduled after Fall 2019) Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S
II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	N
II.A.7. The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	N
II.A.9. The institution awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	N
II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S
II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S
II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S
II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S
B. Library and Learning Support Services	**College**	**District**
II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S
C. Student Support Services	**College**	**District**
II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S
II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S
II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S

Table 22: SJECCD Accreditation Functional Map, Standard II

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	**College**	**District**
III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
III.A.4. Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
~~III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~	N/A	N/A
III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	SH	SH
III.A.8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	SH	SH

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	SH	SH
III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	SH	SH
III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	SH	SH
III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH
B. Physical Resources	**College**	**District**
III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	S	P
III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
C. Technology Resources	**College**	**District**
III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH

III.C.2. The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	SH	SH
III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	SH	SH
III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH
D. Financial Resources	**College**	**District**
Planning		
III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	SH	SH
III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	SH	SH
III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH
Fiscal Responsibility and Stability		
III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	S	P

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
Liabilities		
III.D.11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	N	P
III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	N	P
III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	SH
III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH
Contractual Agreements		
III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	S	P

Table 23: SJECCD Accreditation Functional Map, Standard III

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 Roles and Processes	**College**	**District**
IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	SH	SH
IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	S
IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S
IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	P	S
IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	S
IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S
B. Chief Executive Officer	**College**	**District**
IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	S
IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
IV.B.6. The CEO works and communicates effectively with the communities served by the institution.	P	S
C. Governing Board	**College**	**District**
IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	S	P
IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	S	P
IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	S	P
IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P
IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	S	P

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	S	P
IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	N	P
IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	S	P
IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	SH	SH
D. Multi-College Districts or Systems	**College**	**District**
IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P
IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P

IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	S	P
IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH
IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Table 24: SJECCD Accreditation Functional Map, Standard IV

D. Organizational Information

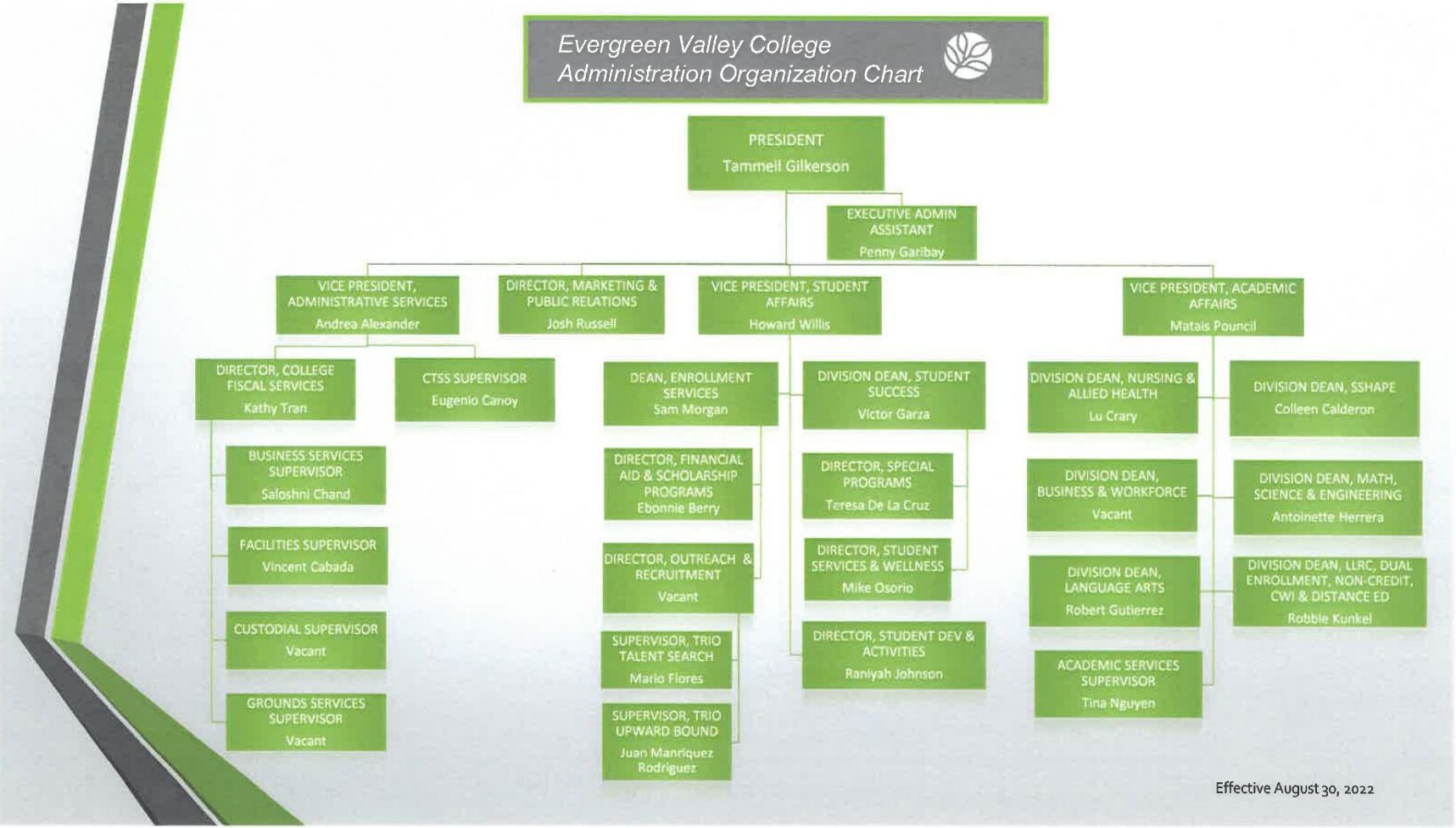

Figure 1: Evergreen Valley College Administration Organization Chart, Effective August 30, 2022

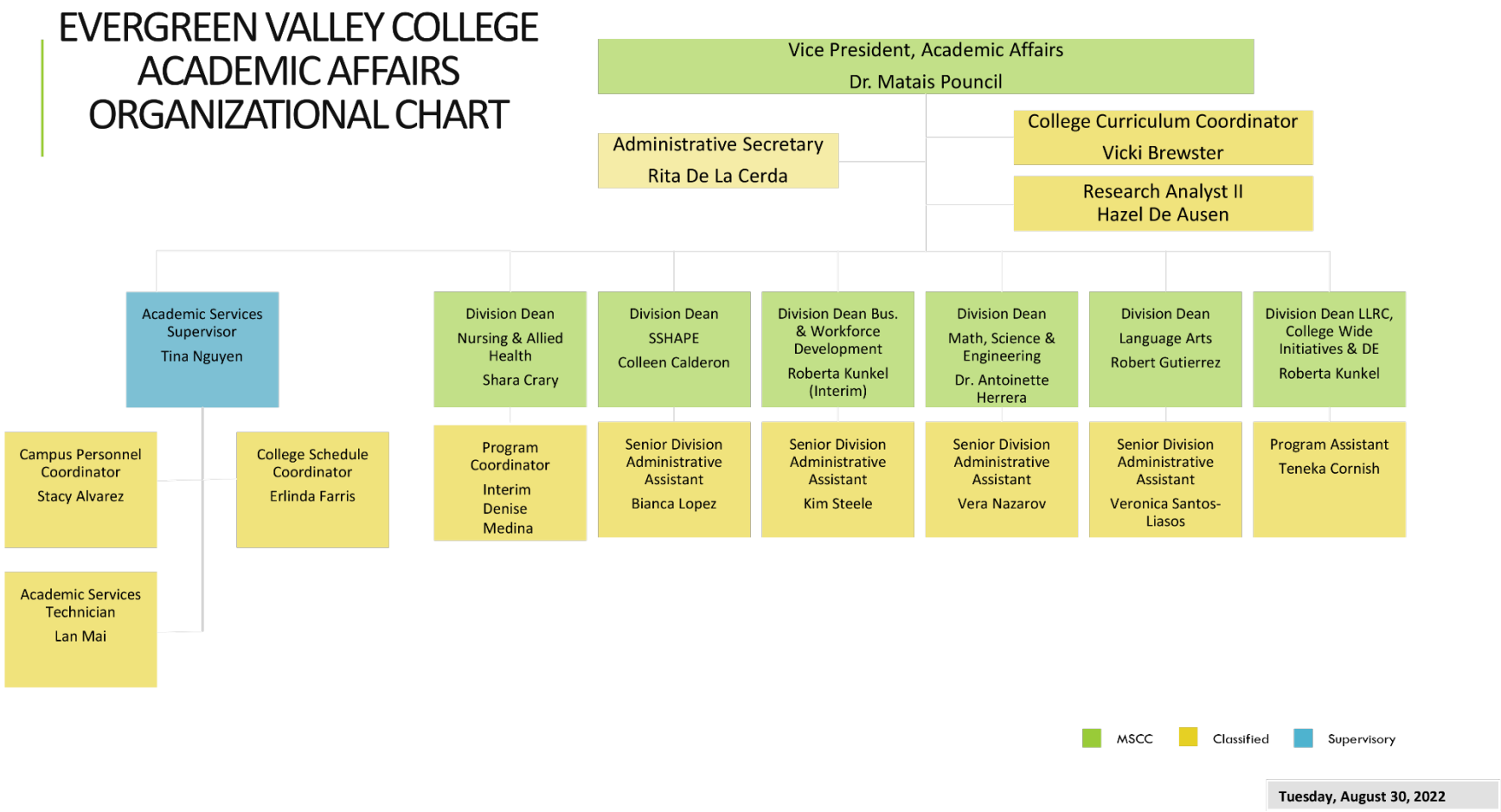

Figure 2: Evergreen Valley College Academic Affairs Organizational Chart, Effective August 30, 2022

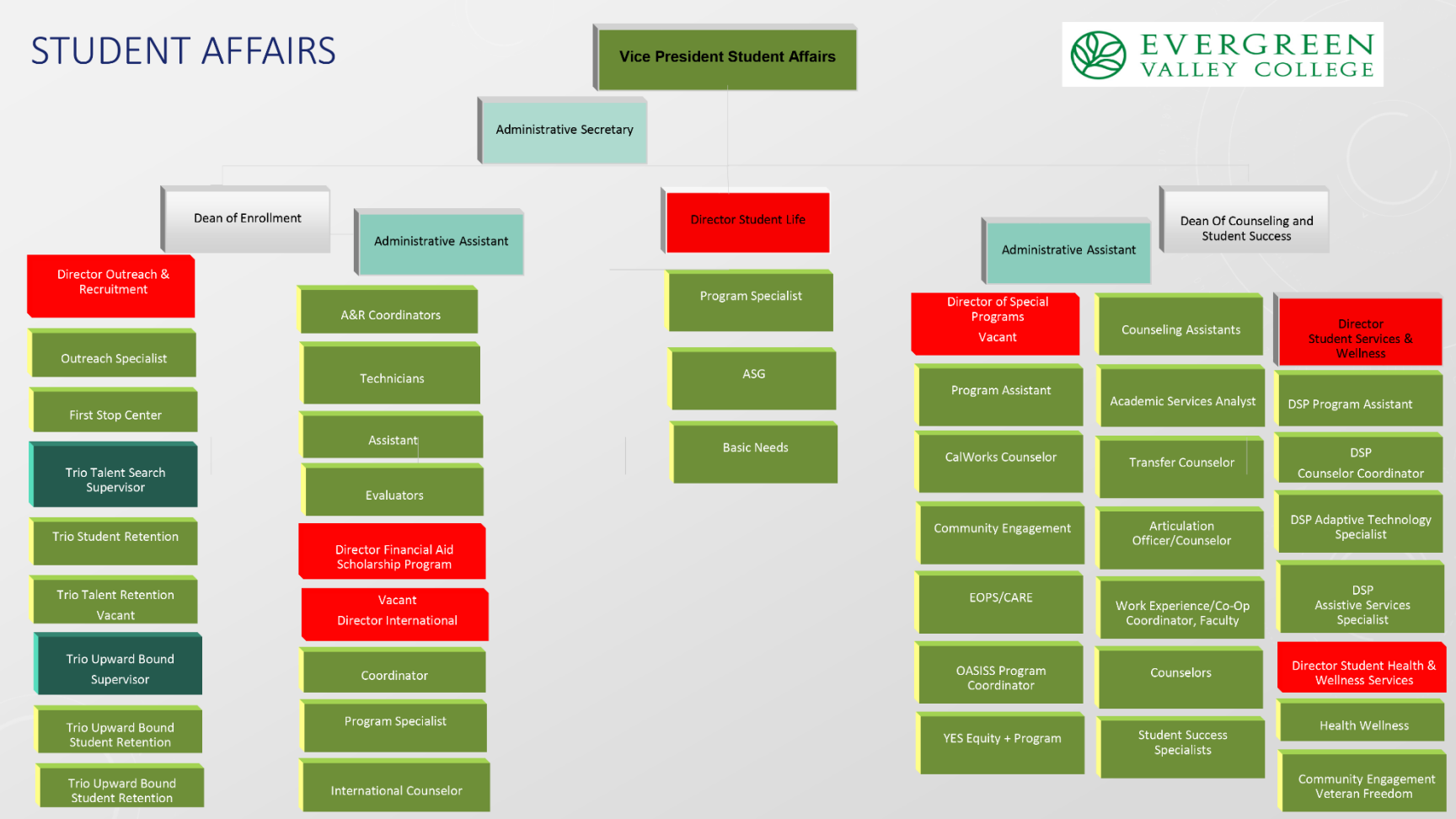

Figure 3: Evergreen Valley College Student Affairs Organizational Chart, Effective August 30, 2022

Administrative Services Reorganization Plan

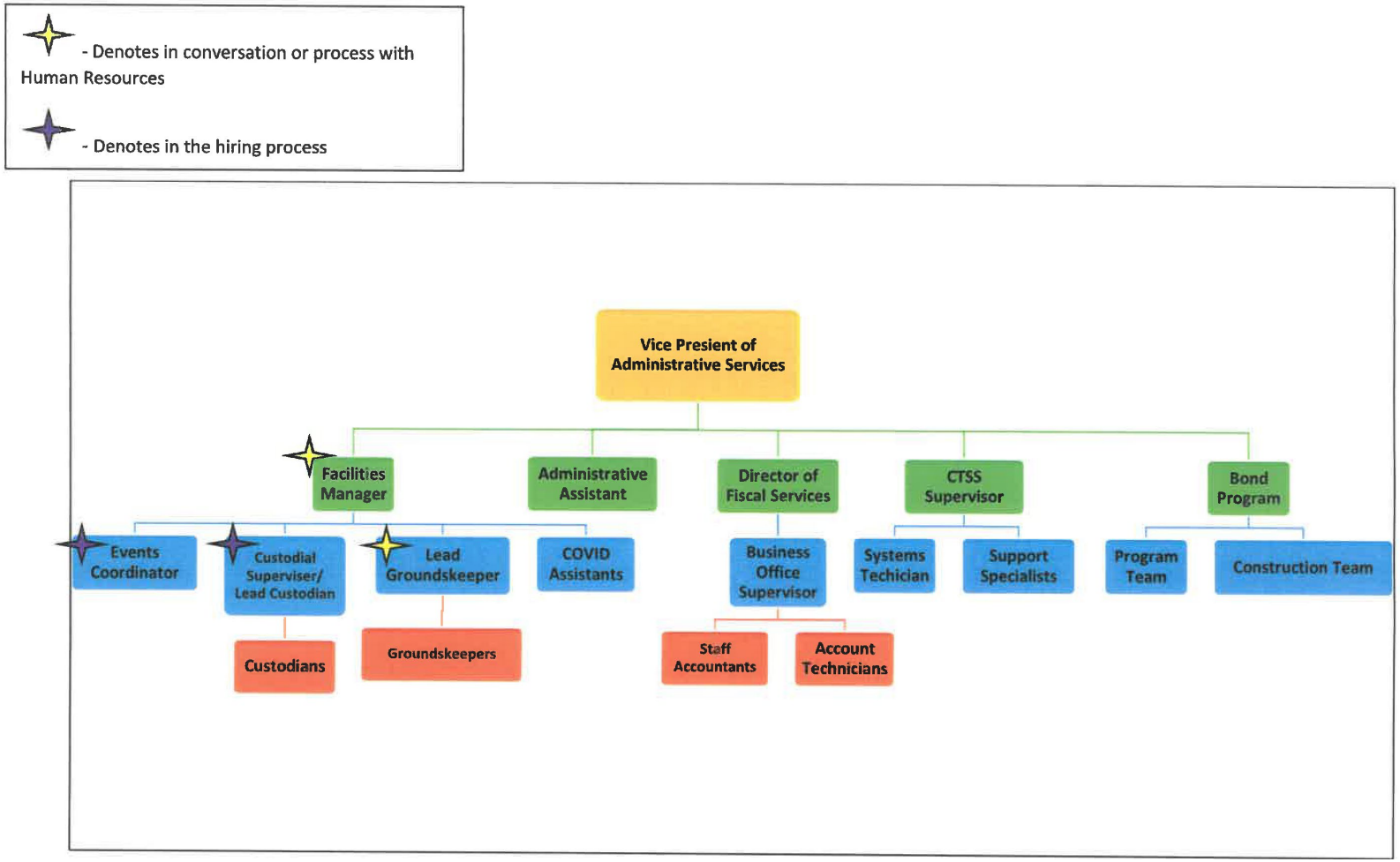

Figure 4: Evergreen Valley College Administrative Services Organizational Chart, Effective May 12, 2021

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

Evergreen Valley College has the authority to operate as a degree-granting institution based on maintaining its accreditation status 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 on the Introduction and College Profile chapters of the College Catalog (E-1), the College's Accreditation website (E-2) and in the President's Office.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Evergreen Valley College operates to serve and enroll approximately over 8,000 students each semester, with a headcount enrollment of 8,245 in fall 2021. The majority of these students are enrolled in courses that lead to two-year degrees and certificates.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Evergreen Valley College offers 47 associate degrees and 25 certificate programs. The College's degree programs all require a minimum of 60 units. Many of these programs are designed to fulfill major requirements or general educational requirements, which helps to maximize the transfer process. For further detail, please see Standard IIA.1 on page 86.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The President of Evergreen Valley College serves as the chief executive officer and is responsible for implementing operational changes and ensuring compliance with board policies. 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 delineating Board Membership. The president is also tasked with informing the larger campus community and key stakeholders of new board policies and amendments. As evidenced in Standard IVB.6 on page 213213, the President has engaged in community roundtable presentations, represented the College in statewide leadership taskforce/council meetings, and sent out student newsletters.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Evergreen Valley College oversees several federal grants, which amounts to over 20 million dollars (E-3). Additionally, the College adheres to all Single Audit requirements, such as 2 CFR Part 200, Subpart F. These requirements include activities allowed or unallowed, allowable costs/cost principles, cash management, eligibility, equipment real property management, matching level of effort, earmarking, period of performance, procurement suspension and debarment, program income, reporting, subrecipient monitoring, and special tests and provisions (E-4). The annual audit was prepared by CWDL, an independent auditor. The auditor reported that no weaknesses or significant deficiencies were identified over the last 2 years (2019-2020 and 2020-2021 (E-5).

Evidence List

- E-1: EVC Catalog, Introduction
- E-2: EVC Accreditation Status webpage
- E-3: SJECCD 2022-2023 Tentative Budget Report
- E-4: Executive Office of the President, Office of Management and Budget, 2 CFR Part 200, Appendix XI
- E-5: SJECCD Audit Report for 2020-2021

F. Certification of Continued Institutional Compliance with Commission Policies

Evergreen Valley College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

The College coordinates its accreditation activities through the ISER chair team, consisting of the accreditation liaison officer and chairs for each standard in the ISER. Campus activities for faculty and staff to review the ISER are scheduled by the team with representation from all of the College's constituents.

The College has solicited third-party comments in advance of a comprehensive evaluation visit. Evergreen Valley College has provided internal constituencies and community members with the opportunity to make third-party comments about the self-evaluation visit through the internet, in writing, and in person. See Standard IC.5 on page 76 and Standard IC.12 on page 81.

The College cooperates with the evaluation team in any necessary follow-up related to the third-party comment. The College has not been informed of any third-party comments up to the time of publication of the ISER. The College remains ready and able to work with the visiting team and with the Commission should any third-party comments arise. See Standard IC.5 on page 76 and Standard IC.12 on page 81.

The College demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment. The College has provided the correct link to the College constituent groups and to the community members so that comments can be made. Information is linked to the ACCJC form available on EVC's Accreditation website. See Standard IC.5 on page 76, Standard IC.12 on page 81, and Standard IVB on page 207.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The College has defined metrics for student achievement performance across the institution and has a cycle for evaluating institutional outcomes. The metrics include elements included on program reviews, the State Chancellor's Office Vision Goals, data elements reported to the ACCJC's annual report, and the College's Educational Master Plan strategic goals.

The College has determined and established institution-set standards for the College. The institution-set standards and metrics align with the College's Vision Goals include, but not limited to, course success rates, the number of degrees and certificates awarded, and the number of students who transfer to four-year universities. The College's EMP strategic goals focus on reducing the units earned and terms enrolled for students earning any associate degree.

The institution-set standards and Vision Goals were established using the College's participatory governance process. The College assesses progress in fulfilling its mission and meeting the goals and outcome of its EMP. The Institutional Effectiveness Committee and the College Council evaluate to discuss EVC's performance on the goals and outcomes and makes recommendations to other College committees. See Standard IB.3 on page 63 and Standard IB.5 on page 64.

The College has defined metrics for student achievement performance within each instructional program and has identified the expected measure of performance for each metric. The defined metrics include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passing rates for program completers. Included in the Vision Goals are the following metrics: job placement rates (specifically, jobs closely related to field of study) and median annual earnings which are metrics captured in the CTE Outcomes Survey. See Standard IB.3 on page 63.

The College analyzes student performance metrics through Program Review teams who examine possible reasons for underperformance in student outcomes. Programs are evaluated on the extent to which they have aligned with the College's strategic initiatives, analyzed student performance, and utilized results of learning assessments for programmatic improvement. See Standard IB.3 on page 63 and Standard IB.5 on page 64.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The College offers 47 associate degrees and 25 certificates of achievement and a selection of certificates of specialization. In accordance with the California Community Colleges Chancellor's Office the requirement for an associate degree is a minimum of 60 semester units. All programs and courses are approved by the California Community College Chancellor's Office. The EVC Academic Senate has established a curriculum approval process that takes into consideration State Academic Senate policies, federal regulations and Title IV expectations for financial aid. Credit hours are reviewed, approved, and recommended by the College Curriculum Committee. They articulate and coordinate curriculum matters with San Jose City College, UC, CSU and other appropriate entities.

New programs and instructional requirements such as program length for students are under the purview of the curriculum committee, confirming that the degrees meet the 60-unit requirement. All programs and courses are approved by the curriculum committee and district's governing board. Board Policies establish minimum accepted program length for degrees as 60 semester units of course credit in a selected curriculum. See Standard IIA.5 on page 90.

The cost of tuition, or student enrollment fee, is in alignment with the California Community College system's rate of $46 per-unit fee. Tuition is the same for all credit degree programs. Additional fee charges may apply for lab courses where relevant or appropriate. The College also offers non-credit courses which do not require a fee. See Standard IC.6 on page 77.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer policies are disclosed to students and to the public through the College catalog and website. Board policies and administrative procedures on the transfer of credits are available on the SJECCD website. Board policy establishes the criteria for acceptance of upper division coursework to meet degree requirements and the use of upper division coursework to satisfy transfer curriculum (e.g., Intersegmental General Education Transfer Curriculum, or IGETC, and CSU General Education transfer courses).

The College catalog details the process to transfer in and out of Evergreen Valley College. Students have access to the transfer center and counselors to assist with transcript evaluation. To evaluate and grant transfer credit, the College uses a common articulation system (ASSIST), a publicly available website, to determine course-to-course articulation for general education and major requirements. The California State Chancellor's Office Course Identification Numbering System (C-ID) is used to articulate the EVC courses between institutions and CSU/UC systems. College counselors and transcript evaluators also use the Transfer Evaluation System (TES) database for coursework taken within US higher education institutions. See Standard IIA.10 on page 94.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The College offers a variety of teaching modalities: in-person, fully online, partially online courses, day, evening, and intersession options.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students on the College catalog and online. The college utilizes a third-party reporting system called Maxient, which is utilized for breeches of student conduct, faculty grievances, Title IX/discrimination, and behavioral intervention. A description of what is Maxient and Maxient forms are available in the course catalog, under College and District Policies and under Office of Student Life, and also posted on the College's website (F-1). A direct link to the online forms can be found at the bottom of the page. Board policies and administrative procedures are accessible online at the District's website under the Board of Trustees links (F-2). SJECCD Board Policy 5530, Standards of Student Conduct, Administrative Procedure 5520, Student Discipline Procedures, and Administrative Procedure 5530, Student Rights and Grievances, define key terms for the complaint process and use terms under federal and state laws (F-3-5). In the college catalog, the board policies and administrative procedures related to complaints are explained, such as Student Grievance Procedure, Student Discipline, Grade Complaints, and Student Right-to-Know. See Standard IIC on page 114.

The College posts on its website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. The College lists all required information from the ACCJC on the College's accreditation website. The College lists all the programmatic

accreditors and organizations that accredit, approve, or license the institution, and identifies links for any student complaints (F-6). The College lists the contact information for complaints to the District on its Student Code of Conduct website (F-7). The Complaint Information Flow Chart outlines the formal process where the District EEO, College President, and Board of Trustees are involved (F-8).

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1))(vii); 668.6.

The institution provides accurate, timely, and appropriately detailed information to students and the public about its programs, locations, and policies. The college catalog undergoes an annual revision period in which college administrators are tasked with making important updates and revisions related to their respective departments. Evergreen Valley College publishes a style guide on its website to ensure proper usage and consistent branding is used with marketing the college to the general public. The college catalog, the College's website, Admission and Records webpage, and printed class schedules display the College's official name, address, and telephone numbers. See Standard IC.2 on page 73, and Standard IIC.4 on page 116.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The College has presented evidence of the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. The College maintains compliance with Title IV through the management and monitoring of financial aid fraud, facilitating financial literacy workshops both on-campus and in the community, reporting of loan default rates, and adhering to work study, verification, and disbursement regulations.

Evidence List

- F-1: EVC Maxient webpage
- F-2: SJECCD BoardDocs website
- F-3: SJECCD Board Policy 5500, Standards of Student Conduct
- F-4: SJECCD Administrative Procedure 5520, Student Discipline Procedures
- F-5: SJECCD Administrative Procedure 5530, Student Rights and Grievances
- F-6: EVC Accreditation Webpage
- F-7: EVC Student Code of Conduct website
- F-8: EVC Complaint Process

G. Institutional Analysis

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

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The College's mission is laid out in Board Policy 1200, District Mission, and Vision which contains the College mission statement, and vision statement. (IA.1.1-2) These statements provide general descriptions of the College's student population, its educational programs, and its commitment to student learning and achievement. The Academic Affairs homepage and the catalog outline the types of degrees and credentials offered by the College. (IA.1.3-4)

> *Evergreen Valley College Mission Statement: Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.*

The College meets its mission through a wide spectrum of educational experiences, flexible methodologies and support services for our students. It offers associate degrees, associate degree for transfer, certificates, career technical education, transfer coursework, and basic skills education. The College also offers some non-credit courses.

The mission statement recognizes the College's guiding principles-equity, opportunity, and social justice as well as the diverse population of students with different academic needs. It also places student success at the center of its work. The concluding sentence of the mission sets forth the educational opportunities and student support services that the College offers in order to maximize student success.

> *Evergreen Valley College Vision Statement: To be the leading college advancing opportunity, equity, and social justice through supporting students' aspirations, education, and career attainment.*

The mission and vision address educational objectives for its diverse student population and commits to providing comprehensive programs including academic degrees and certificates, associate degree in transfer, career education, and contract education for local businesses and

employers, pre -collegiate, basic skills education, and noncredit and community education services. Additionally, the mission is mapped to the California Community College system mission (IA.1.5). For more information, please see Standards IIA.1 on page 86, IIA.4 on page 89, IIA.12 on page 95, and IIA.14 on page 96.

The College's commitment to student learning and achievement is evident. Student achievement is measured at recognized completion points; metrics include successful course completion, certificate and degree attainment, licensure examination passage, post-program employment, and other similar measures. Student achievement data are collected and shared in a variety of ways as part of equity analysis, program review, the California Scorecard, the stretch goals, institutional set standards, strategic initiatives, and other initiatives at the institution (IA.1.6).

The College Mission was revised on December 9, 2019, as a regular process of Integrated Planning. Its revision was done through college participatory governance committees. The SJECCD Board of Trustees approved the College Mission on February 11, 2020 (IA.1.7).

Analysis and Evaluation

The mission statement describes its educational purposes, intended student population, and the degrees and certificates offered. The mission expresses the College's commitment to student learning and student achievement, and is described in board policy, the Strategic Initiatives, and the Academic Affairs homepage. The College uses data to determine how effectively it accomplishes its mission, as detailed further in Standard II.A.2 on page 87.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College presents and discusses the educational outcomes of student success and community impact as they are reflected in the mission statement. The Board of Trustees are made aware of the progress regarding college readiness, college experience, degree/certificate completion, transferability, career and technical education (CTE) success rates, median earnings after CTE award or exit, and passing rates for licensing exams. Two separate presentations annually highlight the metrics of student success and community impact to the Board of Trustees, interested stakeholders, and public (IA.2.1-3).

On the College's Institutional Effectiveness website, the student achievement metrics are shared publicly (IA.2.4). These metrics include certificate/degree completion, transfer volume, and successful course completion. The Institutional Effectiveness Committee (IEC) reviews the student outcomes data for the Vision for Success Goals (IA.2.10-12). The committee also provides the overall college outcomes to administrators and faculty who are working on program review. Based on the program review timeline, programs can be marked to complete a comprehensive or mini program review (IA.2.5). The integration of the Student Learning Outcomes into CurriQunet and linking that information to program reviews will improve the assessment of programs. An assessment of the metrics within the Strategic Plan created in 2019 will also be evaluated by the IEC (IA.2.6).

The College's Student Equity and Achievement Program Plan examines the equity gaps between the intersectional data of gender and ethnicity along with success metrics (IA.2.7). The Student

Equity Committee has been charged with implementing activities to support closing the equity gaps and to increase student success among disproportionally impacted groups (IA.2.8-11). The Integrated Planning Manual explains the charge of the committees and their responsibilities for evaluating meeting the educational needs of students.

Analysis and Evaluation

The student success and community impact metrics are the focus of the Boards' Ends Policies. Tracking and monitoring these metrics bi-annually, the data are made publicly available on the Ends Policy Dashboard website housed under the Board of Trustees' page. A copy of the most recent Board's Ends Policies presentation is shared on the College's Research webpage. The Institutional Effectiveness Committee shares the outcomes of the Student Achievement Metrics with the campus, along with the Vision for Success Goals, which should be achieved by the end of the 2021-2022 academic year. A full review of the outcomes will be available in summer 2022 for conferred program awards and fall 2022 for transfer rate data.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The College ensures college programs and services are aligned with the mission through program review and outcomes assessment as well as regular data analysis and planning through the governance structure. These processes are discussed in Standard IB.3 on page 63, IB.5 on page 64, IB.7 on page 67, IB.9 on page 68, and IC.5 on page 80.

The College Mission guides college-wide decision-making, learning and resource allocation, and informs college goals for student learning and achievement. It informs goals, as evidenced in the Educational Master Plan (EMP) (IA.3.1). The Educational Master Plan aligns with the strategic planning processes and integrated planning at the College. The EMP was developed and organized around the College's values and Mission while also outlining areas of improvement. The EMP is comprised of goals and objectives and supported by core data indicators that demonstrate how the College is meeting the Mission. The College revises the EMP every five years, initializing the process with a review and revision of the mission, vision, and values to guide the plan's priorities, goals, and objectives. In support of its mission, the four guiding principles of EMP are:

1. Center student voices as the primary source of data;
2. Create opportunities for student employee and community input;
3. Embed opportunity, equity, and social justice as foundation for plan development; and,
4. Make the plan actionable as a guide for college's future direction.

The Mission informs all College goals through the integrated program review and planning processes. The College uses a comprehensive program review cycle, including three-year mini updates. Each review begins with the institutional mission linked to department objectives and strategic plan goals (IA.3.2). Program Review is a process through which instructional and academic support programs systematically assess themselves to ensure they are current, relevant, and appropriate, and that they achieve stated institutional goals for improving student learning and achievement. During program review, departments analyze data and evaluate their strengths and

areas of growth. Incorporating reflection of program alignment with the Mission ensures College-wide alignment. All programs funded through general funds or categorical funds engage in program review to analyze each program and request resources according to data- driven planning. All funding sources are allocated based on integrated planning and alignment with the College Mission and goals and priorities (IA.3.3). As part of the curriculum approval process, new and updated courses meet several criteria including: support of the College Mission, connection to institutional learning outcomes, creation of measurable student learning outcomes, promoting the development of foundational knowledge and learning and academic rigor. The inclusion of support for the College Mission in the curriculum approval process demonstrates how faculty align the Mission to decision making process for new and updated courses.

Planning is closely tied to the College's mission and the District's mission. SJECCD Administrative Procedure 3250, Institutional Planning describes the importance of the Strategic Initiatives in providing direction to achieve the mission through the planning and budgeting process (IA.3.4). The Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program shows the campus effort to align these multilayered programs with the mission (IA.3.3).

Analysis and Evaluation

The College aligns programs and services to the mission, which further guides institutional decision-making, planning, and resource allocation, demonstrated by the alignment of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Service Area Outcomes (SAOs) with Institutional Learning Outcomes (ILOs), and by using Strategic Initiatives (SIs). SLOs and SIs are directly aligned with the mission. Further, the mission guides goals for student learning and achievement.

Course, program, and institution-level outcomes are aligned to ensure that all programs and courses work in tandem to achieve the College mission. Programs and services are reviewed on an ongoing basis using both quantitative and qualitative data to ensure the needs of all students are met and the mission is upheld. SJECCD Administrative Procedure 3250, Institutional Planning asserts, "[the] planning process will be guided by adopted vision, mission, and core values statements and will develop specific goals, objectives, and strategies, which have measurable outcomes and specific accountability" (IA.3.4). Recommendations and budget requests made in Program Review are directly linked to at least one SI to ensure that program planning aligns with the mission and institutional goals. Similarly, the College continually assesses whether its mission guides resource allocation.

The mission also drives institutional goals for student learning and achievement as demonstrated by the 2019 Integrated Plan, which coordinates the efforts of programs related to the Basic Skills Initiative, student equity, and student success and support. This plan coordinates programs and aligns them with the student success initiatives and the college mission. The Integrated Plan draws on existing data, previous plans, additional statewide data, and data collected at the College to measure student learning, success, and retention. Decision-making and consultative bodies, such as the College Budgeting Committee (CBC), align resource allocation and other decisions with the college mission, especially pertaining to student learning and student achievement. In 2019, CBC was presented with a resource allocation plan to ensure that budgeting decisions align with program review, the mission, the SIs, and area goals (IA.3.5).

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The mission is widely published, periodically reviewed, and approved by the Board of Trustees. The Board of Trustees' agenda evidences its approval of the mission in 2020 (IA.4.1). The mission is published in the college catalog and college webpage (IA.4.2-3). The mission is the first statement in the President's Message located on the College's webpage (IA.4.6).

The College reviewed and revised the mission for currency and relevance through a strong shared governance process on December 9, 2019, and mission statement was approved by the Board of Trustees on February 11, 2020 (IA.4.1). Minutes from the Institutional Effectiveness Committee (IEC) demonstrate the periodic review and updating of the mission. (IA.4.4-5)

Analysis and Evaluation

The College periodically reviews, updates, and widely publishes its mission statement. The mission statement is widely published and announced in numerous campus documents, including the college catalog, online catalog, and print literature about programs and services.

Conclusions on Standard I.A: Mission

The mission statement highlights the institutional priorities of excellent comprehensive educational programs, student support services, attention to diversity, equity, social justice, and making a positive difference in people's lives. The mission is also expressed through the Vision Statement, ILOs, SIs, and the Statement of Values. Student learning and achievement, institutional decision-making, planning, and resource allocation are guided by SIs that are aligned with the mission statement. Through Program Review, and assessment of SLOs, PLOs, SAOs and ILOs, the College regularly uses data to evaluate, plan, and update the mission in order to improve and enhance the quality of the academic programs and student services. Disaggregated data is used to identify barriers to success for equity identified student populations. New programs, services and practices to mitigate barriers and close the achievement gap are included in the College Student Equity Plan. The application of analyzed data to short-term and long-term planning demonstrates campus wide efforts to align goals, activities and curriculum to the College Mission and institutional priorities.

In summary, the College articulates, publicizes, and uses data to regularly review and update a clear, comprehensive, and student-centered mission and to ensure that its academic programs and student services align with that mission.

Improvement Plan(s)

The College acknowledges the need of disaggregated data to ensure that equity in student outcomes is integrated into all of the practices in support of the College Mission, Vision and Values. The College is actively working on defining processes to disaggregate data and to ensure that equity considerations guide all College-wide practices and priorities.

Evidence List

- IA.1.1 SJECCD Board Policy 1200, District Mission
- IA.1.2 EVC Mission and Vision webpage
- IA.1.3 EVC Academic Affairs Homepage
- IA.1.4 EVC Degrees and Certificates Chart
- IA.1.5 California Education Code 66010-4a1
- IA.1.6 EVC Student Achievement Metrics Data, February 8, 2022
- IA.1.7 SJECCD Board Agenda, February 11, 2020, Category F, Item 10, EVC Mission
- IA.2.1 SJECCD Board of Trustees Ends Policy Dashboard website
- IA.2.2 SJECCD Board of Trustees Community Impact Agenda
- IA.2.3 SJECCD Board Agenda for October 13, 2020, Biannual Reporting on Board's Ends Policies
- IA.2.4 EVC IEC Website
- IA.2.5 EVC Program Review Website
- IA.2.6 EVC Integrated Planning Manual 2019
- IA.2.7 EVC Student Equity Presentation, June 11, 2019
- IA.2.8 EVC Student Equity Committee Website
- IA.2.9 EVC IEC Minutes for March 4, 2019
- IA.2.10 EVC IEC Minutes for April 1, 2019
- IA.2.11 EVC IEC Minutes for October 7, 2019
- IA.3.1 EVC Educational Master Plan
- IA.3.2 EVC Program Review Handbook
- IA.3.3 EVC Integrated Planning Manual 2019
- IA.3.4 SJECCD Administrative Procedure 3250, Institutional Planning
- IA.3.5 EVC Resource Allocation Model
- IA.4.1 SJECCD Board Agenda, February 11, 2020, Category F, Item 10, EVC Mission
- IA.4.2 EVC Mission College Catalog
- IA.4.3 EVC Mission and Vision webpage
- IA.4.4 EVC IEC Minutes for September 16, 2019
- IA.4.5 EVC IEC Minutes for October 7, 2019
- IA.4.6 EVC President's Message

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

The College demonstrates a sustained, substantive, and collegial dialog through meeting minutes from the College Council, Academic Senate, Classified Senate, Student Learning Outcomes and Assessment Committee (SLOAC), Student Equity and Achievement Program (SEAP) Committee, and Institutional Effectiveness committee. The agenda for these committees are sent campus wide as an open invitation for all campus groups (IB.1.1). Learning outcomes data and related materials are also housed in a SLOAC Canvas shell; this includes the instructional videos, PDFs, and SLOAC agendas and minutes. All members of the College can self-enroll, with specific invitations being sent out to the deans and faculty leads of programs up for program review in a given year (IB.1.2).

The college community is made aware of student learning outcomes and intuitional effectiveness during the professional development day programs conducted each semester. The SLOAC Chair provides data on SLO assessment completion rates and highlights areas of improvement and outlines best practices (IB.1.2). The evidence of the substantive and collegial dialog about student outcome assessments are documented through updates at each Academic Senate meeting, biweekly SLOAC meetings, weekly faculty support workshop sessions, weekly drop-in sessions for faculty, staff, and administrators, and division meetings. (IB.1.3-4)

The College's academic quality is demonstrated though the program review process, which requires student data on augmenting academic quality through the process of making improvements to curriculum, course completion rates, and budget allocation for academic quality. The program review process acts as a method of continuous improvement and yields evidence of student learning and achievement. This is discussed further in Standard IC.1 on page 72, and in Standard IC.5 on page 76.

The SEAP Committee presents data and provides analysis at the Board and College Council on the continuous improvement areas for student achievement by race/ethnicity and by gender. The College's SEAP reviews the data as a guide to develop programs to decrease the equity gaps in student outcomes. (IB.1.5)

Analysis and Evaluation

The College has a process structure that emphasize discussion of student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. These structured processes are continuous and occurs on a regularly scheduled basis that provides space for improvement planning and activities. Through these different committees, the outcomes analysis is conducted through a review of data, surveys, evidence of achievements, and overall evaluation of student learning with a deep data dive of equity gaps. One recent example of how college-wide dialogue led to strategies to improve student outcomes was through the implementation of the student voice surveys. Once it was learned that students did not feel they belonged and how this has impacted their success, the

College initiated changes to incorporate student voice and inclusion in the learning outcomes.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Evidence of Student Learning Outcomes (SLOs) are included in course catalogs, course curriculum content and course syllabi (IB.2.1-3). The catalog and course curriculum are assessable as both printed and online material. The course syllabi are accessible to students via Canvas online and printed as handout materials.

The College's student support services define service area outcomes through the Service Area Outcome (SAO) Development Guide (IB.2.4). This guide outlines how service areas can develop plans for assessing core service areas, measuring levels of achievement, identifying patterns in data results, and describing action steps for effectiveness. The SAO was collected by program level and support service area level. Assessment and analysis are continuous and on-going for SAOs (IB.2.5). The student services outcomes are discussed with students through student clubs, student advisory committee, and Association of Student Government (IB.2.6).

Analysis and Evaluation

The College has an institutional structure that has established the definition of student learning outcomes and establishes regular assessment for all instructional programs. The learning support services and student support areas have established outcomes that are being assessed on-going and continues discussion with student groups for student centered approaches.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College reported its framework for institutional-set standards in the Educational Master Plan (IB.3.1). With the introduction of the Chancellor's Vision for Success Goals, college-level goals were implemented, with data being shared on the Institutional Effectiveness website. These goals included institutional-set standards and aspirational/stretch goals (IB.3.2). Academic achievement outcomes have been posted on the Institutional Effectiveness website (IB.3.3). The College also publicly shares the metrics collected on the ACCJC Annual Report showing student achievement (IB.3.4). This document contains licensure examination pass rates and job placement rates for program graduates. The Institutional Effectiveness Committee discusses timelines, plans and measures of outcomes and progress of the student achievement metrics to the campus community, senates, and College Council (IB.3.5).

The College's Student Success Committee addresses the student achievement data included in the Student Equity and Achievement Program (SEAP) Plan (IB.3.6). The committee evaluates the programs, services, and communication of addressing equity goals for the College. The Committee rebranded their name to be the Student Equity Committee to be focused on their charge (IB.3.7). Efforts to support the disproportionally impacted groups are discussed in this committee and impact the implementation of workshops, college campaigns, and additional supports for students. These data are also discussed with the Board of Trustees (IB.3.8).

Analysis and Evaluation

The College has established institutional set-standards for student achievement appropriate to the College's mission. Through the participatory governance process at the College, student achievement data has been discussed, monitored, and disseminated to improve student outcomes; the Institutional Effectiveness Committee uses these data with respect to program review and the Student Success Committee with respect to decreasing equity gaps. The College publicly shares this information through the Institutional Effectiveness website and online postings of ACCJC annual reports of standards and outcomes.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The College has procedures that document the process for evaluation and planning process: program review (IB.4.1), Education Master Plan (IB.4.2, IB.4.7), and Student Learning Outcomes Assessment (IB.4.3). Achievement data are used in program review for academic quality and faculty prioritization (IB.4.4-5).

The Program Review process requires outcome data related to FTEs, enrollment, retention, and completion (IB.4.6). The Program Review also requires Student Learning Outcomes assessment data at program level. The SLO data are needed prior to completion of the Program Review. The alignment of the SLO assessment is a procedure that is needed to be completed prior to the completion of the program review.

The Education Master Plan (EMP) outlines and shows the intent to support student learning and student achievement. This document uses assessment data to plan and organized by the evidence of the review of the EMP with student outcome data by instructional and service areas (IB.4.7).

The College's faculty hiring prioritization uses assessment data to organize program faculty needs for student learning and student achievement. In this procedure document, data related to FTEs, enrollment, retention, completion, and other student outcome are required when submitting a request for new faculty hire positions (IB.4.4).

Analysis and Evaluation

The College uses assessment data to lead the college planning process to enhanced and improve student learning and student achievement. The use of FTEs, enrollment, retention, and completion data frames the institutional plan to frame the outcomes for student learning and achievements.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The College assesses its program effectiveness through a cyclical, robust program review process that includes disaggregated data resulting in evaluation of program goals, student learning

outcomes, student achievement, and overall accomplishment of the mission.

The Program Review Handbook provides evidence of a regularized and thorough process that makes abundant use of evidence to support recommendations for improvement (IB.5.1). Data on student learning and achievement are easily accessible for program review on the success and retention Data. Assessment reports demonstrate analysis of outcomes data (IB.5.2). The Program Review Templates show how programs work to achieve the College mission and link their recommendations to Strategic Initiatives. (IB.5.3-6). The Career Education (CE) program review evidence the use of additional data and analysis about labor markets and employment in CE program reviews (IB.5.4).

The program review process requires each program or department to complete a thorough Comprehensive Instructional review every six years with an optional Mini Update review in the third year. CTE courses complete a review every two years to assure the programs are meeting the employment standards of the community. Student Services programs complete a review every three years to better align with reporting processes and Service Areas or Units complete a review every two years to incorporate analysis of assessment results for all its SLOs and PLOs and SAOs. Reviews are set by instructional discipline that offers multiple classes or instructional programs where a course of study leads to a degree or certificate and include all modalities--classroom, online, and hybrid. In program review, analysis of data supports recommendations for improvement and funding requests. The evaluation of prior recommendations and the creation of new recommendations show the plan for continuous improvement. As stated on the Program Review Handbook, program review is a self-study process to:

- To inform the campus and community about the College's programs
- To help determine college planning priorities
- To provide information for decisions about resource allocation
- To document fulfillment of accreditation requirements such as SLO assessment, curriculum updates, and program-set standards
- To evaluate and ensure student success and equity

The Program Review Template includes a section on how the program is addressing the college mission and Strategic Initiatives (SIs). Each program recommendation is tied to at least one SI.

Quantitative data is utilized throughout the program review, disaggregated by student data, program type, and mode of delivery, as seen in the 2018/2019 Administration of Justice Program Review. The program analyzed disaggregated student achievement data and enrollment trends, including setting program-set standard for successful course completion (IB.5.5).

Analysis and Evaluation

Through the continual process of assessment and evaluation using pertinent data, the College is able to make informed decisions, plan, and allocate resources where it will be most effective in meeting its goals and mission. The program review process uses analysis of outcomes assessment and student achievement measures to help accomplish its mission, goals, and objectives. Quantitative data are used throughout program review and are disaggregated when possible.

Use of disaggregated quantitative data is used across the campus to evaluate the efficacy at all levels of the College in meeting its mission. Goals and objectives include measurable institutional set standards which are evaluated as part of integrated planning to assure institutional

effectiveness. The College has implemented service area/unit program reviews to evaluate all units and programs in meeting the institution's mission.

Through program review, the College demonstrates a regular and thorough assessment of the quality of academic instruction provided by the school and its overall effectiveness as an institution that serves its diverse community.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College demonstrates disaggregation and analysis of student achievement through the program review process and student equity and achievement committee reports (IB.6.1-2). These procedural reports are disaggregated by subpopulations of students and use to plan college resources to mitigate achievement gaps.

The Program Review procedure is structured to include disaggregation of data by student enrollment type (full-time, part-time), student demographics (age, race, ethnicity), and plans for how to decrease the gaps from the disaggregated data (IB.6.3). The Program Review process has a timeline of due dates and feedback review loop that ensures programs are reviewing data at a deeper level to improve their programs (IB.6.4).

The College reviews the student equity and achievement report that disaggregates data to use as a benchmark to allocate resources to subpopulations of students. The institutional process of Student Equity and Achievement (SEA) funds proposals includes data that identify the gaps and strategies to decrease the gaps (IB.6.2). The SEA works to mitigate the student learning and achievement within subpopulations through direct alignment of fiscal resources to support the student service programs.

The College analyzes disaggregated data from the Learning Resource Center, analyzing data of students in Early Alert to the actual usage of tutors are demonstration documents. Early Alert data are emailed to the campus community and a report of data by subgroup is presented to the College Council. These disaggregated data are used to aligned human capital resources to support the mitigation of students in Early Alert who may require additional support (IB.6.1).

Analysis and Evaluation

The College demonstrates that disaggregated data are institutionalized as part of the process to identify areas of improvement to mitigate the success gaps within the student subpopulation. This is evident through the institutional annual program review process that includes mini or full program review, student equity achievement reports, and Learning Resource Center data. The data support the institution's ability to align or re-align resources to increase the student success metrics in subpopulation groups.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College has a regular review cycle for its policies and procedures to assure their continued effectiveness, as outlined in SJECCD Administrative Procedure 2410, Board Policies and Administrative Procedures (IB.7.1), College Council minutes (IB.7.2), and the Board Policies list on Board Documents and the Board Policy webpage (IB.7.3). As demonstrated by SJECCD Administrative Procedure 3250, Institutional Planning, the College regularly reviews its institutional planning and evaluation process to determine its efficacy (IB.7.4). Regular evaluation of program review processes is evidenced by Institutional Effectiveness Committee (IEC) minutes, the revised 2021-22 Student Services Program Review Template, and the Administrative Services Program Review Template (IB.7.5-7). SJECCD Administrative Procedure 3250, Institutional Planning, further establishes that the College works towards regularly evaluating its resource allocation processes to determine their efficacy, as well as the use of assessment to implement plans for improvement. (IB.7.4) The College continually and regularly evaluates its resource allocation processes to determine their efficacy. Ongoing and regular evaluation of governance structures and decision-making processes is demonstrated by SJECCD Administrative Procedure 2510, Collegial Consultation and the Integrated Planning Manual (IB.7.8-9).

Analysis and Evaluation

The College and the District regularly evaluate all policies and procedures to assure that all areas of the institution effectively support academic quality and accomplishment of the college mission. Changes also are initiated as Title 5, Education Code, federal regulations, or local processes are updated. College Council provides oversight for the review process of board policies and administrative procedures and creates timelines for review.

The College regularly evaluates its governance structure and decision-making processes to strengthen their level of efficacy. Assessment processes take place across campus in all areas. These assessments are widely disseminated across campus and collegial consultation committees.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College demonstrates broad communication of evaluation and assessment results as evidenced in presentations. Updates and related activities are showcased at annual Professional Development Days (PDD) (IB.8.1). The SLOAC Chair regularly reports at Academic Senate on assessment progress, as well as other related updates (IB.8.2). The College Council is updated about the results of evaluations and assessment areas for improvement and areas that have shown student gains in learning and achievement (IB.8.3). The report results of students' basic needs that impact student learning and achievement resulted in recommendations for a campus wide activity to increase the strength of the student service area (IB.8.4). Further reports to the Academic Senate on AB 705 Implementation showcase results that are connected to assessment and

evaluation (IB.8.5). The President's newsletter is an additional method to update the college campus with respect to evaluation and assessment results. (IB.8.5).

Analysis and Evaluation

The College communicates to the campus community and stakeholders about its assessment and evaluation results in a structured format through regular participatory governance committees, division and department meetings, and professional development day. The College provides evidence that college constituencies can access the assessment and evaluation results through committee meeting minutes, announcements, and newsletters to students, faculty, and staff. The data and analysis results are used to generate feedback and discussion to support and set institutional priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The Strategic Plan and Process combines program review, key planning processes, and resource allocation to provide institutional goals spanning multiple years. As documented in the 2019 Integrated Planning manual, steps in the comprehensive planning cycle arise from the College's mission, vision, and values, and are driven by institutional goals and evaluations (IB.9.1). This process enables the College to evaluate its progress towards achieving its mission and provides a transparent platform of targets and goals. To accomplish its mission and improve institutional effectiveness and academic quality, the College conducts program review on a regular basis, as described in Standard IB.5 on page 64. In 2021-2022 academic year the College approved a four-year rotational cycle, with annual updates primarily for resource requests. Beginning in the 2023-2024 academic year, the College will implement the four-year cycle, as shown in the Program Review Timeline (IB.9.2) and four-year rotational program review cycle for instructional, administrative, and student services program review (IB.9.3). The combination of the instructional, student services, and administrative program reviews engages all major units of the College to assess each program's strengths, weaknesses, planning, and resource allocation. As explained in Standard IA.3 on page 58, each unit aligns its goals with strategic planning goals. Program review also requires programs to state the program's personnel, equipment, technological, and facility needs and anticipated costs for the next two or three years. Each program is required to state the justification for the need and how it aligns with the Educational Master Plan (IB.9.4). Units are also expected to list any long-term needs that are anticipated. Program review enables the College to have short- and long-term budget and resource allocation planning. Examples of improvements based on program review can be found in the 2019-2020 program review for Library, which discusses findings related to students' use of Camtasia software and Flatbed scanners for DSP students (IB.9.5).

Analysis and Evaluation

The College's Strategic Plan and Process has supported broad-based, systematic evaluation and planning through integration of program review, institutional planning, and resource allocation into a comprehensive document that aims to achieve the College's mission and improve institutional effectiveness and academic quality. The Strategic Plan 2019-2022 in alignment with the Educational Master Plan. Additionally, in 2020 the Institutional Effectiveness Committee developed a Program Review Process document- Program Review Handbook to record how the College's continuous improvement process begins with program review, how program review informs decision-making and the resource allocation process, and how program review serves as the basis for strategic planning at the college.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

The College assures academic quality and institutional effectiveness as evidenced by the sustained collegial dialog about student learning for all instructional programs and support services.

Improvement Plan(s)

The College recognizes that there are components of the program review and learning outcomes assessment areas that would benefit from reexamination and improvement. The routine reporting of learning outcomes assessment data is a key area that requires additional refinement. the campus community has expressed the need for more streamlined and efficient means of reporting data. Per the recommendations from the previous accreditation visit, the College had implemented the CurriQunet curriculum management system for assessments and program review in addition to curriculum. Eventually, the benefits of this integration will ideally become evident. Much of 2021 was spent by the IEC Chair and SLOAC Chair meeting with the CurriQunet liaison to identify areas in need of additional development and training faculty. As a result, the College recognized the need to update SLOs and PLOs to better reflect current course offerings, given the changes brought on by the initiation of the Guided Pathways project.

Another area in need of improvement is the existence of gaps in the disaggregation of the data, specifically with data on race/ethnicity, and gender. The College is looking to develop a process that identifies whether students are employed and if so, how many hours per week they are working. Additionally, obtaining information on whether students have children or are supporting other families would help identify if additional support is needed to help them succeed academically. Employment and family status are especially important factors to identify in community college students. Being able to identify gaps in learning outcomes in underserved populations is one of the key purposes of assessing learning outcomes. As the College has recently moved to the reporting of grades through the learning management system (LMS), another area of improvement would be to connect the learning outcomes assessment reporting to the LMS, thereby providing easier access to reporting mechanisms and enabling the disaggregation of data by demographic groups indicated when students register (e.g., race/ethnicity and gender identification). The SLO coordinator has made the inclusion of institutional-level SLOs in the LMS a goal for the 2022-2023 academic year, but may be in need of additional support to complete this important task.

Evidence List

- IB.1.1 EVC SLOAC Canvas Shell
- IB.1.2 EVC Committee agendas via email, various
- IB.1.3 SLOAC Website
- IB.1.4 EVC SLO Assessment Workshop and drop-in schedule with Coordinator
- IB.1.5 EVC Student Equity Committee Update, Spring 2022
- IB.2.1 EVC Catalog, SLOs
- I.B.2.2 EVC Course Outline of Record, various
- IB.2.3 EVC course syllabi, various
- IB.2.4 EVC Service Area Outcomes Guide and Training
- IB.2.5 EVC SAO Report, December 2021
- IB.2.6 EVC Associated Student Government Summer Training: Let's Talk Student Learning Outcomes, Fall 2019
- IB.3.1 EVC Educational Master Plan
- IB.3.2 EVC Vision for Success, Institutional-Set Standards Dashboard
- IB.3.3 EVC Institutional Effectiveness website
- IB.3.4 EVC ACCJC 2021 Annual Report
- IB.3.5 EVC Institutional Effectiveness Committee website
- IB.3.6 EVC Student Equity Goals Presentation, June 11, 2019
- IB.3.7 Student Equity Committee website
- IB.3.8 SJECCD Board Agenda for February 12, 2019, Category E, Item 2: 2018 Scorecard
- IB.4.1 EVC Program Review website
- IB.4.2 EVC Education Master Plan website
- IB.4.3 EVC Student Learning Outcomes website
- IB.4.4 EVC Program Review, Various
- IB.4.5 EVC Faculty Prioritization Rubric
- IB.4.6 EVC Program Review Template for Instructional Comprehensive Program Review
- IB.4.7 EVC Educational Master Plan
- IB.5.1 EVC Program Review Handbook
- IB.5.2 EVC Program Review, various
- IB.5.3 EVC Program Review Template for Instructional Comprehensive Program Review
- IB.5.4 EVC Program Review Template for Career Education
- IB.5.5 EVC Program Review Template for Administrative Programs
- IB.5.6 EVC Program Review Template for Student Services Programs
- IB.5.7 EVC Program Review, Administration of Justice
- IB.6.1 Program Review Handbook
- IB.6.2 EVC Student Equity Presentation, June 11, 2019
- IB.6.3 EVC Program Review, Various
- IB.6.4 EVC Program Review Schedule
- IB.7.1 SJECCD Administrative Procedure 2410, Board Policies and Administrative Procedures
- IB.7.2 EVC College Council Meeting Minutes of September 28, 2020
- IB.7.3 SJECCD BoardDocs website
- IB.7.4 SJECCD Administrative Procedure 3250, Institutional Planning
- IB.7.5 EVC Institutional Effectiveness Committee meeting minutes from 2021-2022
- IB.7.6 EVC Program Review Template for Student Services Programs
- IB.7.7 EVC Program Review Template for Administrative Programs
- IB.7.8 Administrative Procedure 2510, Collegial Consultation
- IB.7.9 EVC Integrated Planning Manual 2019
- IB.8.1 EVC Professional Development Day Schedule Fall 2022
- IB.8.2 EVC Academic Senate Meeting Minutes, December 7, 2021
- IB.8.3 EVC Academic Senate Meeting Minutes 2020-2021
- IB.8.4 EVC F.R.E.S.H. Initiatives Annual Report 2021
- IB.8.5 EVC AB 705 Implementation presentation to Academic Senate, March 1, 2022
- IB.9.1 SJECCD Board Agenda for June 14, 2022, Category E, Item 3: EVC: Mission Statement
- IB.9.2 EVC Strategic Plan 2019 - 2022

- IB.9.3 EVC Program Review Schedule
- IB.9.4 EVC Program Review Handbook
- IB.9.5 EVC Program Review, Library

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The information that the College provides to students and the public concerning its mission, learning outcomes, educational programs, student support services, and accreditation status is clear and accurate and demonstrates integrity. The information is made available to students and the public predominantly through the College's website and catalog. The mission statement is published on the college website, as well as under the college profile section of the online catalog (IC.1.1-2). Institutional learning outcomes and program learning outcomes information are published on the college website and college catalog (IC.1.3-5). Course specific learning outcomes are located in the course outline of record in CurriQunet and the course syllabi (IC.1.6).

Information regarding the College's educational programs is published in the college catalog (IC.1.7) program websites, brochures and informational sessions, both online and in-person. The catalog provides a comprehensive overview of the College's degree and certificate requirements. The catalog is effective from the fall semester and ends with the summer intersession for the academic year. Edits made to the catalog are applied to the online version, so that current and prospective students and the public have access to the most current information.

Information regarding the College's accreditation status can be accessed on the college homepage. The College's accreditation webpage maintains a cataloging of its accreditation status on its website (IC.1.8). This includes letters and notifications from the Accrediting Commission for Community and Junior Colleges (ACCJC), Midterm Reports, and previous Institutional Self-Evaluation Reports. It also reports upcoming accreditation visits on the website to keep students and the public abreast of crucial updates.

To maintain accuracy, the College engages in an annual review of its online materials to ensure that clear and accurate information involving its mission statement, learning outcomes, educational programs and student support services is communicated to its students, external stakeholders, and the community at large. The annual review process involves departmental leads and content experts reviewing their online content and sending edits to the webmaster. The webmaster conducts a final review of grammar, punctuation, and accuracy for as an additional layer of quality control related to the integrity of information.

Additionally, during the 2021-2022 academic school year the College completed an extensive content review process, which was tied to launching a new website. This process involved updating web-based content, removal of non-essential information, and reformatting webpages. The marketing department worked with key internal stakeholders to make webpages more engaging, user friendly, and less text heavy. These efforts resulted in clearer and more concise information that was easier to navigate. Lastly, the Marketing department facilitated focus groups to gain valuable feedback from current students. These focus groups were compromised of seven student leaders and resulted in key considerations for updating and improving the clarity and usability of the website (IC.1.9).

Analysis and Evaluation

The College provides clear, accurate information related to its mission statement, learning outcomes, educational programs, student support services, and accreditation status via its online catalog and website. The College sustains integrity and accuracy of the published information through its annual review process.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

The College provides easily accessible print and online PDF versions of the college catalog, catalog addendum, and a webpage with links to past catalogs (IC.2.1-3). The Catalog Requirements can be found in the catalog table of contents and in references to the Board Policies and Administrative Procedures webpage of the San José-Evergreen Community College District Board of Trustees' webpage (IC.2.4).

The Academic Affairs, Student Affairs and Administrative Services Divisions ensure the accuracy and currency of all information published in the catalog through electronic review and approval. When changes or corrections are warranted during the year, the Office of Academic Affairs, Student Affairs and Academic Services provides up to date and accurate and current information at their disposal. Curriculum updates include any changes to courses, programs of study, or general education patterns approved by the Curriculum Committee. These updates are communicated with the catalog production team, and the College has established practices, timelines, and schedules to manage all of the processes for keeping the catalog current.

Analysis and Evaluation

The catalog routinely includes all the information listed as Catalog Requirements. Addendums were published when new courses were offered that were not in the original catalog or when there were changes in degree and/or certificate requirements, demonstrating efforts to provide students with current, accurate information. The College has a catalog webpage with links to past catalogs, and regularly reviews and updates the contents of the catalog to reflect any changes in regulatory, policy, and administrative procedures.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College engages in program review that includes examining student learning outcomes. The Institutional Effectiveness Committee (IEC) provides information on the program review cycle, updates the program review templates, and provides guidance to program review authors. (IC.3.1) Program data reports are emailed from the College's Office of Research, Planning, and Institutional Effectiveness to the Chair of the Institutional Effectiveness Committee who then sends the data, instructions for completion, and training information to program review authors.

Information in the Excel program data reports include term data of success, retention, and persistence disaggregated by age, gender, and race/ethnicity. Programs outcomes based on course

modalities (face-to-face, online, and hybrid) are also shared with program authors. Program review authors can request access to the Colleague Reporting and Operational Analytics (CROA) program review report which allows for additional filters (IC.3.2). New to fall 2021 is the use of CurriQunet's program review modules; program review authors complete their program review report on CurriQunet where they will be housed (IC.3.3). The Chair of the Institutional Effectiveness Committee provides training to program review authors on how to transfer program data into the CurriQunet's program review modules.

Student Learning Outcomes (SLOs) are housed in CurriQunet and that information feeds into the program review report (IC.3.4). Faculty are able to review and discuss SLOs in CurriQunet within their discipline. With the integration of these two modules in CurriQunet, program review authors can report on the course- and program-level student learning outcomes.

The College's Vision for Success Goals align with the State Chancellor's Vision Goals; they encompass institutional progress of student learning and include aspirational and stretch goals (IC.3.5). The metrics included in these goals are course completion, degrees and certificates awarded, transfer rates, median annual earnings, and employment outcomes. Goals were established in 2019, using the 2016-17 baseline year for most of the metrics except for transfers to CSU or UCs which used the 2015-16 year as a baseline. Goals were discussed with the Institutional Effectiveness Committee (IEC), Student Equity Committee (formerly Student Success Committee), and the Associated Student Government. IEC approved the 72 percent institutional set standard for the course success rate (2021-22), and 75 percent for the stretch/aspirational goal (IC.3.5).

On the College's Institutional, Program Review, and Research webpages are public data of student achievement and program outcomes. Presentation and discussion of course outcomes, degrees/certificates awarded, transfer rates, survey results of the Community College Survey of Student Engagement (CCSSE), survey results of the Career and Technical Education Outcomes Survey (CTEOS), Hope Survey (also known as the #RealCollege Survey), College Fast Facts, and retention and success rates are some of the metrics shared on the College's webpages (IC.3.6-11).

Data reported to the State Chancellor's Office are shared on the following webpages: Student Success Metrics Dashboard, Data Mart, Launch Board, Cal-Pass Plus, Transfer Level Gateway Completion Dashboard, and Student Right-to-Know. The public and current and prospective students can obtain this information through the data shared at the state level. Other sources of data include public sites such as the Integrated Postsecondary Education Data System (IPEDS) College Navigator webpage, the U.S. Department of Education's College Scorecard webpage, and the non-profit College Board's webpage.

Additionally, the College produced and distributed an annual report to share student success in 2017 (IC.3.12). With the implementation of Assembly Bill (AB) 705 in fall 2019, the College has worked to decrease the availability of developmental courses and address the needs of the student success report. The College participated in the Multiple Measures Assessment Project (MMAP) pilot program and provided communication to students that they can directly enroll in college-level English and Math courses. Collaboration between Student Services and Academic Services were aligned through AB 705 Taskforce meetings. Since 2018 the AB 705 Taskforce has evolved from preparing the campus for AB 705 changes to examining the student achievement data of students completing English and Math within one-year and planning ESL courses that will support students' three-year throughput rate.

Analysis and Evaluation

The College provides information about Program Review through committees and the webpage. Employees have access to the program level data through the CROA Data Warehouse which the district office oversees and updates. Provided by the College's Office of Research, Planning and Institutional Effectiveness are the program review datasets and program review templates with pre-populated data to be reported in CurriQunet. Information about past program reviews is posted, how to complete the program review using CurriQunet are available in a document and recorded video, and contact information for the Chair of Institutional Effectiveness Committee who conducts training on program review can be found on its webpage.

Information about how to complete SLOs are posted on the College's website by the Student Learning Outcomes Assessment Committee (SLOAC). The SLOAC is charged with guiding the process for SLOs across the curriculum and programs, providing assessment matrices, and supporting faculty with updating SLOs on CurriQunet.

The Student Achievement Metrics, which include the Vision for Success Goals, are shared publicly on the College's Institutional Effectiveness webpage. These metrics are discussed and shared within committees such as the Institutional Effectiveness Committee, the Student Equity Committee, and College Council. Deans at the College use this information to implement outreach and support services to students. These metrics are presented annually to the Board of Trustees at two separate presentations communicating the College's Student Success and Community Impact. Student Success metrics include: number of degrees/certificates completed, transfer rates, percent transfer prepared, CSU/UC acceptance rates, successful transfer level Math and English completion in one year, students with 12 or more units in one year, diversity of staff and faculty, employee satisfaction, Cleary Act reporting, and student engagement. Community Impact metrics include: CTE success rate, the number of students who completed 9 or more Career Education units, number of CTE degrees/certificates, skills builder metric, the number employed after exit, jobs related to program of study, median earnings after exit/award, success in passing licensing exams, number of dual and concurrent enrolled students, internships/work experience, apprenticeships, partnerships/collaborations, amount of grant funding, and amount of fundraising by the district's Foundation.

With the implementation of AB 705 and improving the educational equity gaps in Math, English, and ESL, the district research office created an AB 705 dashboard for College's to discuss and monitor student outcomes. The dashboard is open only to district and college employees. Information on the dashboard includes term data of sections offered, grades by race/ethnicity and gender, enrollment, and course completion rates. The taskforce has worked to create plans to address equity gaps and design new approaches to improve student success. ESL courses were improved based on the evaluation of student achievement data and communicated publicly that a set of new courses would be offered.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The College's online catalog lists the degrees and certificates available for each program and explains the purpose, content, course requirements, and expected learning outcomes for each certificate and degree (IC4.1). This is also included in instructional and student support literature.

This includes marketing material on social media (Facebook, Twitter and radio ads). The catalog descriptions of the Career Education (CE) programs provide explanations of unique admission requirements and prerequisites, as well as industry employment data (IC.4.2, IC.4.7). The catalog description of each certificate or degree includes an explanation of its purpose, content, course requirements, and expected learning outcomes (IC.4.6).

Each year, the Office of Academic Affairs electronically update and publish the college catalog. The College also posts the information about all the degrees and certificates on its webpage, including marketing and outreach materials (IC.4.3).

The College continues to improve its communications to students and community. As part of College's Guided Pathways Initiative, each academic program is currently creating a user-friendly map for its degrees and certificates, using a template created with student input (IC.4.4-5).

Analysis and Evaluation

The purpose, content, course requirements, and expected learning outcomes are outlined in the descriptions of the certificates and degrees offered by the College. These are clearly explained in the college catalog and posted on the web. The online catalog lists the certificates and degrees available for each program.

Program descriptions include explanations of course sequences, units or credit hours, and prerequisites, when applicable. Admission requirements are explained when they differ from college admission requirements.

The College's website, catalog, marketing materials, and websites for academic programs all serve to inform students and the public of the variety of fields of study, as well as the career options and industry employment data for these areas of study, when applicable.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College has a process to review board policies and administrative procedures under Board Policy 2410 (IC.5.1-2). First, board policies are regularly reviewed by the Board of Trustees and the Chancellor to ensure alignment and compliance with state and federal laws. Second, administrative procedures must conform to board policies are the responsibility of the Chancellor for approval and implementation with the consultation of district constituency groups. The District Governance Council handles the process twice a year to ensure that board policies and administrative procedures are current.

The College Council oversees the implementation of processes through the College's shared governance structure. The Academic Senate reviews matters related to instructional programs and services, while the Classified Senate reviews matters related to classified professionals.

The College President maintains the responsibility that the College mission is reviewed annually as written in the Integrated Planning Manual. The Integrated Planning Manual was last updated in 2019 (IC.5.3). Any changes or updates to the mission are presented to the Board of Trustees for review and approval. The college catalog is updated and published every year and includes the College's mission, all its programs and services, and policies related to student conduct. The

College Catalog is under the purview of the Vice President of Academic Affairs, and it is coordinated with a small group of individuals to generate the document.

College websites are kept up to date as changes in programs, services, and policies are made. Many of these updates for accuracy are automatic. For example, when new programs and courses are approved by the state and entered into Banner, program and department websites that draw information from the platform automatically update.

Analysis and Evaluation

Based on the type of policy and procedure, the College distributes the responsibility for addressing them through the College's participatory governance committees, specifically the Academic Senate, and the Classified Senate. Policies and procedures directly under Student Affairs are reviewed by the Vice President of Student Services. With the District Shared Governance Council, board policies and administrative procedures are regularly reviewed, and any changes are reviewed by the College Governance Council.

The College has processes in place to review policies, procedures and programs to ensure their accuracy, integrity and efficacy.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College informs current and prospective students regarding the estimated cost of attendance through its website. In the addition, the College publishes information regarding student fees annually in the online college catalog (IC.6.1).

The Financial Aid Department provides financial literacy to both prospective and current students through outreach efforts and informational campaigns (IC.6.2). It serves the community through the facilitation of financial aid workshops through both in-person and virtual outreach events. These workshops cover such topics as the Free Application for Federal Student Aid (FAFSA), Dream Act, grants, scholarships, and loans.

These outreach efforts occur providing important financial literacy to prospective students within service district high schools and through collaborative partnerships with the California Student Aid Commission (CSAC). For the academic year of 2021-2022, the Financial Aid Department facilitated over 40 presentations through more than 30 partnerships. Additionally, the Financial Aid Department provides a Financial Aid Orientation (IC.6.3), which provide students with an in-depth overview of the different types of financial aid, completion of the FAFSA, Cost of Attendance (COA) and special circumstances. The attendance data are below in Table 25.

FA Orientation	**2019-2020**	**2020-2021**	**2021-2022 (as of 11/09/2021)**
Number of students	227	451	321
Total	227	451	321

Table 25: Financial Aid Orientation Attendance, 2019-2022

The Financial Aid Department completes an annual report, which outlines the cost of attendance

data through the Integrated Postsecondary Education Data System (IPEDS). This data outlines costs associated with in-district, in-state, out-of-state, room and board, and other expenses. This information is publicly viewable on IPEDS Website and on the College's webpage (IC.6.4-5). An additional resource is the website and catalog, which detail the fee worksheet and outline the required fees/per semester for which students are responsible (IC.6.6). Additionally, the College's Bookstore website allows students to search for required and recommended course materials for purposes of rent or purchase (IC.6.7). This website denotes the variable prices of course materials, based on renting, purchasing new or used, or a digital rental.

The Financial Aid Department also utilizes Ocelot, a chat bot that provides financial aid support outside of regular office hours. This tool enables the answering of frequently asked financial aid questions and offers a series of videos that cover key topics, including CA College Promise Grant, Federal Pell Grant, FESOG, Federal Work Study, Cal Grant, Student Success Completion Grant, Federal District Student Loans, CA Dream Act, and CA Chafee Grant (IC.6.8).

Analysis and Evaluation

The College communicates the cost of attending college with transparency to students, publishing all fees on the website and online catalog, noting variations in per-unit tuition based on residency and non-residency. In addition, the College supports student financial literacy through financial aid workshops. These efforts, along with the book cost information offered through the campus bookstore website, support students making informed registration decisions.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The College assures institutional and academic integrity through governing board policies on academic freedom and responsibility (IC.7.1). SJECCD Board Policy 4030, Academic Freedom, defines academic freedom as the right to study and investigate, interpret their findings, and express resulting conclusions to students. Academic freedom for students is defined as the freedom to express and defend their views, to question or differ without suffering repression or scholastic penalty. Both instructors and students have the responsibility to seek and weigh evidence, express supportable conclusions, identify bias, and evaluate opinions held by others while respecting the right of their own free expression.

The governing board policy on academic freedom is published on the District's website for public and student access. Academic freedom is presented in the course catalog and handbooks. Information about academic freedom is presented at faculty orientations and workshops.

The College's code of ethics specifies the responsibility of all employees 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." The College supports 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 its 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 the College. (IC.7.2)

Analysis and Evaluation

The College's academic freedom and responsibility governing board policies assure institutional and academic integrity. The College maintains an institutional code of ethics that applies to all constituent groups. Together, these policies establish the institutional commitment to intellectual freedom for all constituencies with respect for differing opinions.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The District Board of Trustees establish board policies and procedures that address expectations for academic honesty and responsibility in behavior and work product, and has an established system of consequences for enforcement. The College's administration, faculty, staff, and the District Trustees act honestly, ethically, and fairly in the performance of their duties. The College's policy and procedure on institutional ethics, published in the catalog and on the college webpage, apply to all constituencies (IC.8.1-2). These responsibilities include being "…fair, honest, straightforward, trustworthy, objective, moral, and unprejudiced." The Institutional Code of Ethics procedure asserts the cornerstone of ethical behavior is the consistent exercise of integrity. In addition, the District Board of Trustees has an established code of ethics (IC.8.3). The Board's code of ethics policy includes consequences for violation. The College's Academic Integrity policy identifies cheating, plagiarizing, falsifying, and helping others cheat, plagiarize, or falsify as examples of academic dishonesty, and suggests ways in which instructors might remedy such violations of integrity in their classrooms. These policies are published on the college website and catalog, as well as procedures for student discipline and grievance (IC.8.4). SJECCD Board Policy and Administrative Procedure 5500, Standards of Student Conduct, outlines Standards of Student Conduct; Administrative Procedures 5500, Standards of Student Conduct, 5520, Student Discipline Procedures: Violations of Student Conduct, and 5530, Students Rights and Grievances, address procedures for student discipline and grievance (IC.8.5-8).

Analysis and Evaluation

The District has board policies and administrative procedures that ensure that the College and the District maintain an institutional code of ethics that applies to all constituent groups, and that document the College's student behavior code and academic integrity code. Violations of either code are clearly stated and published on the College's website and catalog.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The College's faculty are expected to present data and information in their courses in a professional manner. SJECCD Board Policy 4030, Academic Freedom, and the AFT Agreement demonstrate that the College requires the faculty member to present information to students in a fair and objective way while protecting a faculty member's academic freedom. (IC9.1-2)

The College also uses the faculty evaluation process to communicate the expectation that faculty will be fair and objective. During the process, faculty members on the review committee review syllabi, assignments, and instructional materials, and observe instruction to ensure the instructor meets or exceeds the criteria for evaluation, such as: "[demonstrates] cooperation and sensitivity in working with colleagues and staff" and "[contributes] positively to the overall effectiveness of the discipline or department."

Student evaluations are another mechanism for determining how effectively faculty meet the expectation that they be fair and objective. The Student Survey of Instruction prompts students to rate their instructor's ability to "[encourage] individual thinking and differences of opinion" (IC9.3-4). The survey also invites descriptive feedback from students regarding his or her experiences.

For all faculty undergoing review, division personnel compile an evaluation packet that includes their student surveys and observation reports. The review committee uses the information found in the packet to write a report that rates the instructor's ability to meet the expectations, including the criteria to respect students' rights and needs. The review committee then works collaboratively with the instructor to devise either a tenure plan (for probationary faculty) or an improvement plan (for tenured faculty) if necessary.

Analysis and Evaluation

The College and the District require faculty to distinguish between personal conviction and professionally accepted views in a discipline. SJECCD Board Policy 4030, Academic Freedom asserts that faculty have the freedom "to speak or write as a citizen, provided that the faculty member recognizes the special professional obligations of an educator to be accurate, objective and respectful of others, and that the faculty member takes care to avoid leaving the impression that he or she is speaking for the College or the District." Article 4.6.4 of the AFT Agreement protects instructors' ability in class to examine or endorse unpopular or controversial ideas in academic research or publication when they are relevant to the course. Both the curriculum and faculty evaluation processes ensure that course content and instructional methodologies maintain both academic freedom and established academic practices.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

The College values diversity and does not seek to instill specific beliefs or world views on the College's staff, faculty, administrators, or students. The College has adopted an Institutional Code of Ethics for its employees (IC.10.1), which states that "each employee and student has the right to be treated with dignity and respect". The Institutional Code of Ethics policy and procedures are communicated in the college catalog and published on the governing board's webpage (IC.10.2), in accordance with Board Policy 2715, Code of Ethics/Standards of Practice. To promote and support a collaborative, safe, and productive learning environment, the governing board, the chancellor, and the college president have established a set of standards for student conduct. The College's Standards of Student Conduct policy and the procedures associated with it clearly delineate and define student conduct expectations, and are communicated in the catalog under Academic Standards and Policies (IC.10.3). Members of the governing board adhere to ethical standards identified in Board Policy 2715, Code of Ethics/Standards of Practice, which they review and sign annually. This policy specifies conduct in Board members' relationships with the administration, staff, students, and the district community. The governing board's Code of Ethics/Standards of Practice policy is published on the district's webpage. For more information, please see Standard IC.8 on page 79.

Analysis and Evaluation

The college is an open access, public institution and espouses no specific belief system.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

The College does not offer curricula in foreign locations.

Analysis and Evaluation

The College does not offer courses in foreign locations targeted to non-U.S. nationals, nor does it promote distance education in foreign locations.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

SJECCD Board Policy and Administrative Procedure 3200, Accreditation, demonstrate the College's commitment to complying with Eligibility Requirements, stating, "The District

Chancellor shall ensure the District complies with the accreditation process and standards of the Western Association of Schools and Colleges (WASC)/Accrediting Commission of Community and Junior Colleges (ACCJC) and of other District programs that seek special accreditation" (IC.12.1-2). The Accreditation webpage provides evidence that the College publicly shares its reports and documents (IC.12.3). Prompt reporting to the ACCJC is shown with the on-time submission of the 2020 Midterm and Follow up Reports (IC.12.4-5). The accreditation liaison officer regularly reviews the policies and announcements for public disclosure of information. All required language of the Commission is included on the college website, catalog, and the District's web site (IC.12.6-8). The Microsoft Teams site for Standard I, II, III, and IV illustrates how committees of administrators, faculty, and staff worked together to write the institutional self-evaluation report (IC.12.9). The drafts, timeline, and solicitation for public comment is found on the Accreditation webpage.

Analysis and Evaluation

The College agrees to comply with accreditation eligibility requirements, standards, policies, and guidelines. Accreditation information, including all reports and public correspondence, are posted on the Accreditation webpage that is linked on the College homepage. The College promptly fulfills ACCJC requirements.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College transparently and openly publishes updates related to its accreditation status on its website (IC.13.1). Additionally, it is committed to communicating vital updates to the Accrediting Commission for Community and Junior Colleges (ACCJC), students, and the public. The College's accreditation webpage includes all the action letters received from ACCJC. The webpage also includes academic programs that have accreditation or certifications. These programs include the Associate Degree-RN program, the Certified Nursing Assistant course and the Honda program.

In preparation for the nursing program Accreditation Commission for Education in Nursing (ACEN) continuing approval process, the College provided updates to the community in the form of e-mail, social media engagement, and presentations. Additionally, the Nursing department sent an email to the community advisory board posted on the college webpages and sent it out on social media (IC.13.2-3). Similarly, the College actively engaged with students, the public, and stakeholders as related to ACCJC accreditation to College Council, District board meetings, and through electronic communication, such as e-mail and e-newsletter.

The College has consistently worked with the California Student Opportunity and Access Program to provide a variety of in-kind services. These in-kind services have come in the form of office space, financial aid workshops, and collaboration at board meetings (IC.13.4).

Analysis and Evaluation

The College is fully accredited through the Accreditation Commission for Community and Junior

Colleges as well as maintaining programmatic accreditation for those programs noted above. The College demonstrates honesty and integrity in its communication with external agencies, describing its status clearly and accurately in college materials and public notifications including in the College's accreditation website.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The College and the District have created policies and procedures that address their commitment to high-value, high-quality education, student achievement and student learning. SJECCD Board Policy 1200, District Mission, Vision and Values, expresses the high value that the College and the District place on quality education, student achievement, and student learning (IC.14.1). SJECCD Board Policy 6200, Budget Preparation, requires that the budget support the mission (IC.14.2), and SJECCD Administrative Policy 6740, Citizens' Oversight Committee, ensures the proper expenditure of bond money (IC.14.3). The webpage for the Citizens' Bond Oversight Committee provides public access to the committee's minutes, reports, resolutions and bylaws (IC.14.4). The 2022-2023 adopted budget report demonstrates the link between student achievement and funding (IC.14.5). The Administrator's Handbook requires administrators to work towards the College mission (I.C.14.6).

Analysis and Evaluation

The College is committed to high-quality education and student success above all other considerations. The District and the College missions assert the premium placed on education and student achievement, and the annual budget must support the District's mission, strategic plan, and comprehensive master plan. There is bond oversight that ensures a direct connection between spending and this commitment to high-quality education.

Conclusions on Standard I.C: Institutional Integrity

The College acts with integrity and accuracy in its decision-making and communication. Its highest priority is placed on quality education, student achievement, and student learning in its planning, budgeting, and fiscal processes. The College ensures that it is providing accurate information to the community and to the external agencies that it serves. Furthermore, board policies, negotiated contracts, and codes of behavior require classified staff, faculty, administrators, and the Board of Trustees to work in honest, fair, and ethical ways.

Improvement Plan(s)

The College recognizes the need to maintain the highest level of clarity and integrity in all representations of its mission, programs, and services. Recently, the College transitioned to a new website to improve the online information on its website. The College will work on improving the clarity and integrity of its website to enable stakeholders to find the most accurate information.

Evidence List

- IC.1.1 EVC Mission and Vision webpage
- IC.1.2_EVC Catalog, Mission Statement & Institutional Learning Outcomes
- IC.1.3 EVC Catalog, Degrees and Certificates
- IC.1.4 EVC Degrees and Certificates
- IC.1.5 EVC Catalog, Administration of Justice—Associate in Arts
- IC.1.6 EVC NURS 010 Syllabus, Fall 2021
- IC.1.7 EVC Catalog, Accreditation, Code of Ethics, and Civility Statement
- IC.1.8 EVC Accreditation Status webpage
- IC.1.9 EVC Student Feedback New Website, January 27, 2022
- IC.2.1 EVC Catalog 2021-22
- IC.2.2 EVC Catalog, 2020-2021 Addendum
- IC.2.3 EVC Catalog, 2021-2022
- IC.2.4 EVC Catalog, About the College, Non-Discrimination Policy (Board Policy 3410)
- IC.3.1 EVC Program Review Handbook
- IC.3.2 SJECCD CROA Data Website
- IC.3.3 EVC Accessing Program Review Module in CurriQunet Instructions
- IC.3.4 EVC SLO Website
- IC.3.5 EVC Student Achievement Metrics, February 8, 2022
- IC.3.6 EVC Career & Technical Education Employment Outcomes Survey 2019
- IC.3.7 EVC FAST FACTS Fall 2021
- IC.3.8 EVC Student Right to Know Rates 2017 Cohort
- IC.3.9 EVC #realcollege Survey 2018 School Reports
- IC.3.10 EVC Student Voice Survey Presentation 2019
- IC.3.11 EVC CCSSE 2021 Executive Summary Results
- IC.3.12 EVC Collaborative Impact for Student Success Annual Report, 2017
- IC.4.1 EVC Catalog 2021-22
- IC.4.2 EVC Catalog, Nursing
- IC.4.3 EVC Marketing Materials: Best College for Associates Degree 2021
- IC.4.4 EVC Guided Pathways, Education Programs and Majors website
- IC.4.5 EVC Program Map Accounting AS
- IC.4.6 EVC Marketing Materials for Degree and Certificate Programs: Chemistry
- IC.4.7 EVC Catalog, Automotive Technology
- IC.5.1 SJECCD Board Policy 2410, Board Policies and Administrative Procedures
- IC.5.2 SJECCD Board Policy 4000, Instructional Policies and Procedures
- IC.5.3 EVC Integrated Planning Manual 2019
- IC.6.1 EVC Catalog, Student Fees
- IC.6.2 EVC Financial Aid and Scholarships website
- IC.6.3 EVC Financial Aid Orientation 2021-22
- IC.6.4 EVC IPEDS Data
- IC.6.5 EVC Student Cost of Attendance (COA) Website
- IC.6.6 EVC Financial Aid, Fee Worksheet
- IC.6.7 EVC Bookstore Website, My Course Materials
- IC.6.8 EVC Financial Aid Website, Types Of Aid
- IC.7.1 SJECCD Board Policy 4030, Academic Freedom
- IC.7.2 EVC Code of Ethics website
- IC.8.1 EVC Catalog, Accreditation, Code of Ethics, and Civility Statement
- IC.8.2 EVC Code of Ethics webpage
- IC.8.3 SJECCD Board Policy 3050, Institutional Code of Ethics
- IC.8.4 EVC Catalog, Standards of Student Conduct
- IC.8.5 SJECCD Board Policy 5500, Standards of Student Conduct
- IC.8.6 SJECCD Administrative Procedure 5500, Standards of Student Conduct
- IC.8.7 SJECCD Administrative Procedure 5520, Student Discipline Procedures: Violations of Student Conduct
- IC.8.8 SJECCD Administrative Procedure 5530, Students Rights and Grievances
- IC.9.1 SJECCD Board Policy 4030, Academic Freedom

- IC.9.2 SJECCD AFT 6157 Collective Bargaining Agreement
- IC.9.3 SJECCD AFT Student Survey Form for Faculty
- IC.9.4 SJECCD AFT Student Survey Form for Teaching Faculty
- IC.9.5 SJECCD AFT 6157 Collective Bargaining Agreement Article 4.6, Academic Freedom
- IC.10.1 EVC Code of Ethics webpage
- IC.10.2 EVC Catalog, Accreditation, Code of Ethics, and Civility Statement
- IC.10.3 EVC Catalog, Standards of Student Conduct
- IC.12.1 SJECCD Board Policy 3200, Accreditation
- IC.12.2 SJECCD Administrative Procedure 3200, Accreditation
- IC.12.3 EVC Accreditation Status Website with Links
- IC.12.4 EVC 2020 Midterm Report
- IC.12.5 EVC 2018 Follow-Up Report
- IC.12.6 EVC Accreditation Status webpage
- IC.12.7 EVC Catalog, Accreditation, Code of Ethics, and Civility Statement
- IC.12.8 SJECCD Accreditation webpage
- IC.12.9 EVC Accreditation Work on TEAMS
- IC.13.1 EVC Accreditation Status webpage
- IC.13.2 Public Notice ACEN Visit for EVC Nursing 2021
- IC.13.3 EVC Accreditation Status
- IC.13.4 EVC CAL-SOAP Consortium Membership and Matching Resource Commitment
- IC.14.1 SJECCD Board Policy 1200, District Mission
- IC. 14.2 SJECCD Board Policy 6200, Budget Preparation
- IC. 14.3 SJECCD Administrative Policy 6740, Citizens' Oversight Committee
- IC.14.4 SJECCD Citizens Bond Oversight Committee
- IC. 14.5 SJECCD 2022-2023 Adopted Budget Report
- IC.14.6 EVC Management, Supervisory, and Confidential Council (MSCC) Handbook

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

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The College's Mission Statement and Strategic Initiatives, published in the College's Strategic Plan, establish the direction of the college community: to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens through principles of equity, opportunity, and social justice (IIA.1.1). The institutional learning outcomes, published in the College Catalog, align with the College's Mission Statement and Strategic Initiatives (IIA.1.2). SJECCD Board Policy 4020, Program, Curriculum, and Course Development requires programs to be consistent with the College, the District, and the California Community College mission and to be appropriate to higher education with no distinction for location and means of delivery (IIA.1.3). The Associate of Arts for Transfer Degree in Social Justice Studies–Gender Studies and Certificate of Achievement in Translation and Interpretation are representative of all instructional courses and programs (IIA.1.4-5); each culminates in student attainment of course and program learning outcomes and are consistent with the Mission, Vision, and Values, and Strategic Goals of the Educational Master Plan (IIA.I.6). The program descriptions and IGETC and CID worksheets in the College Catalog identify transfer and employment opportunities consistent with the College's mission (IIA.1.7), as does the list of the College's Associate Degree for Transfer (IIA.1.8). SJECCD Board Policy 4100, Graduation Requirements for Degrees and Certificates, requires the College to publish graduation requirements (IIA.1.9). Career education courses and programs are designed and updated with the involvement of external stakeholders through advisory committees, as illustrated in these Honda PACT Advisory Committee and Accounting Advisory Committee meeting minutes (IIA.1.10-11). The College's Distance Education Addendum ensures that courses offered in distance education modalities meet Federal and State requirements for regular and substantive interaction and are fully accessible (IIA.1.12); a board policy on distance education is forthcoming. Lastly, the ACCJC annual reports, most recently the College's ACCJC 2021 Annual Report, illustrates that students fulfill their educational goals by earning degrees and certificates (IIA.1.13).

Analysis and Evaluation

The College ensures instructional programming is consistent with its mission, is appropriate to higher education and provides preparation for transfer and employment, and prepares students to achieve learning outcomes and to earn degrees and certificates.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Sections 1 and 2 of SJECCD Administrative Procedure 4020, Program and Curriculum Development designate that the curriculum committee has primary responsibility for ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations (IIA.2.1). The All-College Curriculum Charge (ACCC) (IIA.2.2) establishes that the curriculum committee is faculty-driven with representation from all academic divisions. The ACCC Meeting Schedules are distributed widely across the college, as the Email Example illustrates, and noted on the ACCC webpage (IIA.2.3-4). ACCC Meeting Agendas and ACCC Meeting Minutes are shared college-wide (IIA.2.5-6). In addition, the curriculum review process ensures that faculty members within each division have the opportunity to discuss and review all curriculum before it is submitted to the curriculum committee as the Technical Review Committee Agendas illustrate (IIA.2.7). Courses taught online are required to have a Distance Education Online Addendum to the course outlines to address effective online teaching methods, regular and substantive interactions, and accessibility (IIA.2.8). All instructional programs review student success data as part of their annual program review process. All instructional programs are provided with five years of data on course and degree/certificate success rates disaggregated by major demographic groups and are asked to assess this data and develop plans to improve student success in program review reports. Program reviews demonstrate that faculty review student achievement data to continuously improve instructional courses and programs (IIA.2.9). Ultimately, the results of program review are used in institutional planning and the resource allocation processes and further demonstrates the priority the College places on improving student learning and educational effectiveness in all planning structures and processes. The Institutional Effectiveness Committee Charge includes iterative review and improvement processes college-wide (IIA.2.10), which is further explicated in Standard IIA.16 on page 97.

Analysis and Evaluation

The College regularly engages in curriculum processes and iterative program review processes in order to ensure that curriculum, programs, and pathways are relevant, up-to-date, and appeal to the diverse student body and community of eastern San José. Curriculum and competencies specified by external stakeholders are addressed in Standard II.A.14 on page 96.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

All of the College's courses and degree and certificate programs have identified student learning outcomes that have been approved through the established curriculum approval process and are reflected on the course syllabi distributed to all students on or before the initial class meeting, as the SLO Samples, Course Outlines of Record, and PLO Samples illustrate (IIA.3.1-2); syllabi for distance education courses are posted on Canvas, the College's learning management system (LMS) (IIA.3.3). All syllabi reflect student learning outcomes regardless of in-person, hybrid, or online modality, as illustrated by the Hybrid/Asynchronous Course Syllabi examples (IIA.3.4). Instructional deans monitor the content of course syllabi by requiring syllabi to be submitted to the division offices at the beginning of each semester; division deans review course syllabi to ensure student learning outcomes are documented (IIA.3.5). Additionally, a syllabus template is distributed to faculty and addressed at New Associate Faculty Orientation each semester (IIA.3.6-7). Learning outcomes are generally assessed in an iterative process every 2 years, as documented in the SLO Assessment Cycle and inform teaching and learning, and are managed in a college-wide, program-based SLO Assessment Timeline examples (IIA.3.8-9). Due to staffing changes and the pandemic, some departments have been inconsistent in conducting SLO assessments, but improvements at the department level are being made. Additionally, the College's new Resource Allocation Model, which ties together data-informed program requests with budget allocations, will further ensure that SLO assessments and reporting are conducted in the 2-year iterative process. The SLO Coordinator, a full-time faculty and member of the College's Academic Senate, supports the assessment cycle through weekly office hours, assessment workshops, Student Learning Outcomes Assessment Committee (SLOAC) meetings, SLOAC Meeting Agenda, SLOAC Meeting Minutes and various SLO trainings (IIA.3.10-14). The SLO Handbook illustrates outcome mapping (page 6), assessment reporting (pages 8-9) in the curriculum management system, CurriQunet, and other facets of using SLOs to improve learning and student success (IIA.3-15).

Analysis and Evaluation

The College generally assesses learning outcomes; the data are discussed in department and division meetings, reported in program reviews, and used in college-wide planning, budget and funding decisions, as well as pedagogical considerations. Although the two-year standard exists, improvement is needed to ensure the practice of submitting the reports is actually being completed, which entails that deans hold faculty accountable via faculty evaluations. The progress of SLO assessments is tracked by the SLO Committee and the Institutional Effectiveness Committee. Each course syllabus documents the course learning outcomes as detailed on the course outline of record. The course outlines of record are available to the public through the College's website. Each instructional dean ensures that SLOs from the course outlines of record are included in course syllabi and that the syllabi are given to each student on or before the first day of class.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College uses an administrative procedure for guidance in offering pre-collegiate and collegiate-level curriculum. SJECCD Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates, specifies that noncredit instruction may be offered to the community (IIA.4.1). The course numbering system, documented in the College's Course Catalog, indicates that courses numbered 300-399 are basic skills credit courses and are not transferable nor degree applicable (IIA.4.2). Courses number 500-599 are designated noncredit courses. The College maintains 300-399 courses in the ESL program, which have been updated to reflect a smooth ESL Pathway from low-intermediate to ENGL-001A preparation (IIA.4.3). In order to inform and guide students' self-assessment in English and Math, levels of ability for reading, writing, and math are clearly documented in the College Catalog, Advisories (IIA.4.4).

The College has eliminated its pre-collegiate offerings beginning in Summer 2022 in response to California Assembly Bill (AB) 705. The bill requires that a community college district or college maximizes the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. Both the English and math departments have adopted a co-requisite model in which a credit-bearing support course is electively available for students enrolled in college-level English and math courses.

Although the support courses provide the necessary skills for student success in college-level courses, gaps in achievement in student success and retention disaggregated by ethnicity persist, as shown in the English and Math Success Data (IIA.4.5). The AB 705 Taskforce was formed in the Spring 2021 semester as a think-tank group of faculty, tutoring center classified professional staff, and administrators; this task force reviews data and relevant research to plan and implement other intervention strategies. Substantial dialogue has occurred, as evidence by the AB 705 Presentation and the AB 705 Taskforce Meeting agendas (IIA.4.6-7), about teaching practices, pedagogies, intrusive counseling, and other ways of bolstering student success. Additionally, the College is exploring the use of noncredit courses that will form a bridge to college-level math and English, geared especially toward highly-vulnerable students, such as those students transitioning to the College from high school diploma programs, as noted in a recent Math department and English Department meeting minutes (IIA.4.8-9). The College is also working on a plan to provide tutoring services to students at East Side Adult Education to build college transitions and academic success, as well as aligning basic skills curriculum to prepare high school students to achieve success in college-level English courses as dual enrollment students.

Analysis and Evaluation

The College distinguishes the pre-collegiate curriculum from college-level curriculum through the course numbering system and in the course outlines of record. The College supports the diverse student body in learning the knowledge and skills for advancement and success in college-level learning and is examining ways to close achievement gaps for students.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College has administrative procedures in place to ensure that the College's degrees and programs follow practices common to American higher education. Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates, requires that associate degrees have at least 60 units of accredited lower division college credit (IIA.5.1). Administrative Procedure 4020, Program and Curriculum Development, requires that programs meet the higher education standards as laid out in Title 5 and prepare students for transfer, occupational preparation, or career supplement or career upgrade (IIA.5.2). All degrees and certificates must be approved by the Chancellor's Office before the College can offer them, as per pages 21 and 22 of the California Community College (CCC) Chancellor's Office's Program and Course Approval Handbook (PCAH) (IIA.5.3). In addition, SJECCD Board Policy and Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education broadly support the previously referenced administrative procedures (IIA.5.4-5). The Guided Pathways (GP) model directs efforts regarding course sequencing and scheduling, as noted in the GP Meeting Minutes (IIA.5.6).

Analysis and Evaluation

The College's degrees and programs follow practices common to American higher education and ensure that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level as noted below. The College takes care to ensure courses are of appropriate length, breadth, depth, and rigor in order to support achievement of learning outcomes and appropriate synthesis of learning as further explicated in Standard II.A.9 on page 93, and II.A.11 on page 94.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College is committed to ensuring the students ability to finish coursework within a period of time consistent with established expectations in higher education. The College's adoption of Assembly Bill 705, which eliminates math and English assessments and helps students complete to transfer math and English courses within one year of enrollment at the College, allows students to move faster through other course sequences for degrees and certificates. The Guided Pathways (GP) Steering Committee regularly discusses student completion, as evidenced in the GP Meeting Minutes (IIA.6.1). Additionally, student focus groups are being convened through the Student Equity Committee, that allow students to explore and share with staff their collegiate experiences. Although students did not report issues with degree or certificate completion, they shared other ideas regarding their experiences and how the College could better support their academic and life journeys, as shown in the attached Student Equity Focus Group Slide Presentation and Final Report (IIA.6.2-3). Pathway Maps have been completed for most of the College's degree and

certificate programs and are available to students (IIA.6.4). Additionally, deans utilize enrollment management strategies and tools to effectuate degree and certificate completion, such as the Scheduling Spreadsheet (IIA.6.5).

Analysis and Evaluation

The College takes degree and certificate completion seriously and continually strives to ensure that students can effectively and efficiently complete their educational goals.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Prior to the pandemic, the College offered very few online courses and no programs offered completely online, consistent with student needs. The College pivoted quickly to respond to the COVID-19 pandemic, ensuring faculty completed training for online synchronous instruction along with ongoing faculty professional development and one-on-one support. Post-pandemic, the College understands that students' needs have changed; in response, the College is developing robust online educational courses to meet these needs. The College participates in the California Virtual Campus-Online Educational Initiative (CVC-OEI), the Zero-Cost Textbook program, and other initiatives in support of equity and student success. The College also offers various services online, including tutoring, digital literacy support, and counseling, case-management, and student-wellness services. The College does not offer correspondence courses, consistent with Federal and State legislation.

The College currently offers four certificate programs online, with two being offered statewide through the CVC-OEI; interest is growing in offering at least one general education pathway through the statewide consortium. New online courses and programs are being identified college-wide, with implementation in spring and fall 2022. Students have expressed interest in retaining a high number of online course offerings for a variety of reasons, such as saving time and money and the need to be at home for family. College faculty are keenly aware of various student groups and the needs expressed by different student populations with regard to accessibility to college through expanded instructional modalities. Faculty have expressed interest in institutionalizing synchronous and synchronous-hybrid modalities post-pandemic in order to better support particular student groups, as Academic Senate and Distance Education Committee Meeting Minutes illustrate (IIA.7.1-2). This effort closely aligns with the equity work of the College and the President's Humanizing the Curriculum and Instruction project (IIA.7.3), an effort that joins faculty together in a community of practice designed to implement anti-racial instruction in support of faculty and student learning, engagement, and success; this is discussed in greater detail in the Quality Focus Essay on page 234.

The Distance Education Committee offers a 3-unit course in accessibility and asynchronous online instruction as well as a 1-unit course in synchronous online instruction, as shown in the Course Outlines of Record (IIA.7.4), both of which will be required to teach synchronously.

In the spring 2022, pursuant to the changes in federal and state legislation, the College updated the Distance Education Addendum to reflect the new language regarding regular and substantive interaction for courses offered in an asynchronous and hybrid format and to clarify language

regarding online teaching modalities (IIA.7.5). The College also published a short article to support faculty understanding regarding the new distance education language, in the Title V Regulations (IIA.7.6). Courses offered in distance education modalities are taught by certified-online faculty, who have successfully completed online-teaching training required coursework of EDIT.22, @ONE training, or documented training at a sister college paired with a Canvas course review by POCR-certified faculty, as documented in the Distance Education Committee Meeting minutes and the Distance Education Handbook (IIA.7.7-8). The College is instituting a quality-assessment cycle for faculty via the Self-Reflective Assessment Survey (IIA.7.9). Ongoing faculty training for online instruction regularly occurs through the Friday Innovation in Online Learning trainings offered through the Distance Education Committee and Office of Academic Affairs (IIA.7.10).

Analysis and Evaluation

The College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, using a variety of approaches in support of learning, diversity, and equity. The College strives to continuously support students and faculty learning.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College has policies in place to award credit by examination and prior learning. SJECCD Board Policy and Administrative Procedure 4235, Credit for Prior Learning, clarifies how prior learning may be assessed through by examination (IIA.8.1-2). In addition, the processes for Credit by Prior Learning (IIA.8.3) is clearly described in the 2021-2022 College Catalog. Where appropriate, faculty use standardized exams across all sections of a course to ensure that all students are being assessed in an unbiased manner. Standardized exams provide a further measure of validation for the effectiveness of measuring student learning. In addition, standardized exams developed at the state or national level help in assessing student's learning. One such example includes the Registered Nursing program. Students of this program sit for the NCLEX National Licensure standardized exam. The large sample size analyzed during development and revision for these state and national exams decreases test bias and increases validation. In addition, the English Department conducts a common final examination for its English 001A (English Composition, C-ID 110) and English 001B (English Composition, C-ID 120) courses, as evidenced in the ENGL 001A and ENGL 001B course descriptions excerpted from the college catalog (IIA.8.4). Students having previous military experience may earn credit, as documented in this excerpt of the college catalog (IIA.8.3).

Many career and technical educational programs culminate in a standardized state or industry licensure/certification exam. An example would be the Automotive Service Excellence (ASE) Certification Exams recognized by the industry as a standard to determine a service technician's expertise in a specific service area. The Automotive Program uses data gathered by exam statistics from students to assess the validity of the instruction administered and refine the program to maintain instructional effectiveness (IIA.8.5).

College programs and departments have clear structures in place to determine pre-requisite criteria and to ensure their consistent application. For example, Administrative Procedure 4236, Advanced Placement Credit, delineates that the College will grant 3 to 6 units of area or elective credit for an examination score of 3, 4, or 5 in subjects of the Advanced Placement program (IIA.8.6). Moreover, SJECCD Board Policy and Administrative Procedure 4260, Prerequisites, Co-Requisites, and Advisories, indicates that all prerequisite, co-requisite, and advisory courses are established in accordance with Title 5 standards, are published in college publications available to students and on the college website, and do not constitute obstacles to student access, retention, and success (IIA.8.7-8).

Analysis and Evaluation

The College validates the effectiveness of department-wide course and/or program examinations, including direct assessment of prior learning and ensures that processes are in place to reduce test bias and enhance reliability as described below. The faculty community of practice in Humanizing the Curriculum and Instruction seeks to increase faculty awareness of racial and other biases and how biases could be reflected in assignments and exams.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College establishes academic and career education programming in order to adhere to the philosophy of Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education (IIA.9.1). It awards course credit, degrees and certificates based on student attainment of learning outcomes. All course-level SLOs in the Course Outlines of Record are regularly assessed and mapped to Institutional Learning Outcomes (IIA.9.2). Program Learning Outcomes are published in the college catalog and Program Outline of Record (IIA.9.3). The Program Outcome Report indicates how student assessments link to student learning outcomes (IIA.9.4).

The College has policies and procedures in place that define the College's credit hour policy, as documented in SJECCD Board Policy and Administrative Procedure 4020, Program and Curriculum Development (IIA.9.5-6). This policy and procedure establish consistency across the College and serve to align the institution with accepted standards of higher education and with State and Federal standards. The policy also includes the standards for clock-to-credit-hour conversions. The Course Outlines of Record indicates that the required contact hours (IIA.9.7). SJECCD Board Policy and Administrative Procedure 4230, Grading and Academic Record Symbols, list the definitions of the grades that students may earn at the course-level (IIA.9.8-9), which is also reflected in the college catalog (IIA.9.10).

Analysis and Evaluation

The College awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit reflect generally accepted norms or equivalencies in higher education, and where relevant, follow Federal standards for clock-to-credit-hour conversions. The College takes great care to align curriculum with other institutions of higher education.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College and the District clearly state transfer-of-credit policies. SJECCD Administrative Procedure 4050, Articulation, sets the foundation for how the College develops articulation agreements as appropriate to its mission (IIA.10.1). SJECCD Administrative Procedure 4235, Credit for Prior Learning, establishes that individual departments and/or specialty areas may elect to grant course credit to students who successfully demonstrate prior mastery of the student learning outcomes of a course (IIA.10.2). The College's articulation agreements with other institutions can be found on the Articulation Website (IIA.10.3). The college catalog and website clearly document Graduation/Transfer/General Education information, including the C-ID Identification system, which supports students attending more than one community college (IIA.10.4-5). The College follows the C-ID Approval for course-to-course equivalencies and ASSIST.org for general education approvals for courses from other California Community Colleges. For coursework from the CSU system, the College utilizes the C-ID Approval for equivalencies. For CSU coursework not following the C-ID, course-to-course equivalencies are evaluated by discipline faculty. For coursework from the CSU or UC system, the College honors the general education approvals at the CSU/UC campus. The College's Articulation Officer oversees general education approvals, which are documented in the Transfer Evaluation System (TES), a database containing course descriptions and equivalency status. The database is updated as new courses and/or higher education institutions are added and counselors access the TES database when working with students. SJECCD Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates, outlines how students can submit transcripts from other institutions (IIA.10.6). The College communicates certificate and degree completion and transfer through the Guided Pathways Program Maps (IIA.10.7).

Analysis and Evaluation

The College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. The College has developed articulation agreements appropriate to the mission.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The inclusion of specific competencies for students pursuing associate degrees is mandated in SJECCD Board Policy and Administrative Procedure 4025, Philosophy and Criteria for Associate Degree and General Education (IIA.11.1-2). The 2021-2022 College Catalog indicates graduation, transfer, and general education requirements for students seeking an associate's degree (IIA.11.3).

The College's Institutional Learning Outcomes are widely disseminated and align with these competencies (IIA.11.4). Most course-level and program-level learning outcomes have been mapped in CurriQunet, the College's curriculum management system. The Program Outcome Reports align with the program-level outcomes found on the Program Outlines of Record (IIA.11.5-6). The Program Outline of Record shows alignment with the competencies detailed on the program's SLO/ILO Assessment Report (IIA.11.7-8). Additionally, program review reports show analysis of outcome reporting (IIA.11.9). Most course learning outcomes have been mapped to the institutional learning outcomes; the College is in the process of completing the mapping process for program learning outcomes.

Analysis and Evaluation

The College includes student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The use of learning outcome data is captured in program review reports, which in turn, drives changes in curriculum, pedagogy, and planning.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The educational philosophy for the College is stated in SJECCD Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education (IIA.12.1), and is reflected in the College's Institutional Learning Outcomes and Mission Statement (IIA.12.2-3). The philosophy is also broadly reflected in the general education requirements for an Associate of Arts and Associate of Science degree as well as in the transfer pathway options, which are communicated in the College Catalog and with planning worksheets distributed to students (IIA.12.4-5).

Analysis and Evaluation

The College's educational philosophy, which is broadly communicated, serves as the foundation for the design of associate degrees and transfer pathways as well as learning outcomes and competencies at the institution, program, and course level. The philosophy is reflected in the College's mission statement and provides the ongoing raison d'être for the institution.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All degree programs include focused study in at least one area of specialization and include established student learning outcomes based on the coursework, as evidenced by SJECCD Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates (IIA.13.1). Examples of associate degree programs demonstrate focused areas of study, with the program learning outcomes based on mastery, at the college level, of theory and praxis (IIA.13.2). The College complies with Title 5, Section 55063 regarding the minimum requirements for an Associate Degree (IIA.13.3). Faculty, the Academic Senate, and the College's Articulation Officer rely heavily on the CSU Guiding Notes for General Education Courses and the Standards, Policies, and Procedures for Intersegmental General Education Transfer Curriculum (IIA.13.4-5). All degree creation is the purview of discipline faculty in accordance with Title 5 and the Academic Senate. New career education programming is designed to meet current and projected local and regional employment needs, and is planned in collaboration with local and regional employers and other external stakeholders, such as the regional workforce investment board. Regional approval through the Bay Area Community College Consortium (BACCC), as demonstrated by the BACCC Program Approval List (IIA.13.6), is sought for each new career education program.

Analysis and Evaluation

All degree programs include an area of specialization within an interdisciplinary core. Specialized courses within in an area of inquiry are developed by the College's faculty based on necessary competencies and student learning outcomes, with mastery of key theories and practices within the field of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

All graduates of the College demonstrate technical and professional competencies that meet employment standards, in accordance with district procedures. SJECCD Administrative Procedure 4102, Career Technical Education Programs, links employment and advisory committee relationships with the College's career educational programming (IIA.14.1). SJECCD Administrative Procedure 4103, Work Experience, validates work experience as a vital part of the student's educational journey (IIA.14.2). The College has several externally-accredited programs in Nursing (Registered Nursing, Certified Nursing Assistant) and Automotive Technology (three certificate programs in Automotive Technology, and the Honda Certificate Program). Public notification of these programs occurs on the college website and in the college catalog (IIA.14.3-4). The Program Outline of Record align with industry standards and accreditation specifications as demonstrated by the program learning outcomes, which have been carefully cross-walked to ensure compliance and program success and viability (IIA.14.5-6). The recent Nursing Program

Review and Nursing Accreditation Report indicate robust and continual program review, analysis, and responses designed to improve student access, achievement, and retention (IIA.14.7-8). The Nursing Accreditation Report indicates that when an accreditation standard regarding program attrition was not met, admissions processes were altered in response. Graduates of these programs consistently pass licensure examinations and readily obtain employment, as evidence by the Student Licensure Data as reported in the annual ACCJC reports for 2019-2021 (IIA.14.9). Likewise, the Honda PACT Advisory Committee Meeting Minutes demonstrate discussion of accreditation standards, employment needs, review of curriculum, and other facets that ensures career education programming that is appropriate and responsive to local and regional employment needs (IIA.14.10).

Analysis and Evaluation

Due to solidly-maintained employer relationships, dynamic advisory committee participation, and robust instruction, the College's graduates of career-technical certificates and degrees demonstrate the necessary technical and professional competencies that meet employment standards and other applicable industry standards for licensure and certification.

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

Evidence of Meeting the Standard

The College requires a detailed plan and timeline for phasing out a program with the least impact to students, faculty, staff, and community as laid out in SJECCD Administrative Procedure 4021, Program Viability Review (IIA.15.1). Due consideration is given to mechanisms to allow currently enrolled students to complete their course of study. The Catalog Rights Section of SJECCD Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates, establishes that students who maintain continuous enrollment may elect to graduate under the requirements of the catalog in effect at the time of enrollment (IIA.15.2). In the case of a discontinued program, continuously-enrolled students will be able to receive a degree in that program for up to five years from the time of discontinuance.

Analysis and Evaluation

The College has policies in place to ensure that when programs are eliminated or program requirements are significantly changed, the College makes appropriate arrangements, so that enrolled students may complete their education in a timely manner with a minimum of disruption.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Instructional programs evaluate and make recommendations for improved curriculum and instructional services through the program review process, as documented in SJECCD

Administrative Procedure 4260, Prerequisites, Co-Requisites, and Advisories (IIA.16.1). The College regularly engages in comprehensive assessments at the course, program, department, and division level, in a thorough process managed by the Institutional Effectiveness Committee (IEC), as shown in the Program Review Schedule and the Program Review Handbook (IIA.16.2-3). The IEC works with the Institutional Research department and with constituents across the campus to ensure robust reporting and dialogue. Faculty can easily access data related to student success via the online CROA system; CROA instructions are posted on the IEC webpage (IIA.16.4). The IEC reports to the College Council and is involved in college-wide planning and implementation regarding institutional effectiveness, as the IEC Meeting Minutes demonstrate and the IEC Committee Charge illustrates (IIA.16.5-6). The Program Review Template and Instruction for Career Education indicate the wide breadth of program reporting (IIA.16.7).

Program Review Reports, such as the Administration of Justice Program Review are rigorous and utilized to document program successes, achievement gaps, budget allocation requests, program improvement, and other facets common to iterative quality management processes (IIA.16.8). The Administration of Justice Program Review was used to drive conversations about program improvement that subsequently supported faculty hiring during the faculty prioritization process. Additionally, the Administration of Justice Program Review shows detailed analysis of learning outcomes. The College took a 1-year pause on Program Review reporting in the 2020-2021 academic year, using the time to re-evaluate the process and timing of the iterative review cycle.

Analysis and Evaluation

College faculty and administrative units regularly evaluate the quality and currency of all instructional programs offered in the name of the institution, including all collegiate, pre-collegiate, career-technical, and continuing or community education courses, regardless of delivery mode or location, and systematically strive to improve programs and courses to enhance learning outcomes and achievement for students. Program review reports reflect the use of iterative processes to ensure college-wide dialogue and planning regarding the closure of achievement gaps, student learning and support, and achievement.

Conclusions on Standard II.A: Instructional Programs

The College's academic and career education programs and pathways actualize the Mission and values of the College and are appropriate to higher education, career preparation, and employment. Student and program learning outcomes are linked to institutional learning outcomes are regularly assessed and utilized for program planning and improvement in the program review process. Degrees and certificates are awarded on the basis of attainment of student learning outcomes and include attainment of institutional learning outcomes involving communication, critical thinking, quantitative and qualitative reasoning, and the ability to apprehend diverse perspectives, which aligns with the College's mission statement. Student learning outcomes demonstrate appropriate learning of academic and career educational theory and praxis. Transfer policies are clearly stated and publicly available, and the College ensures that transfer opportunities are accessible to students through careful alignment of curriculum between the College and other institutions of higher education.

Faculty drive the curriculum processes and regularly evaluate student learning. The College is engaged in design processes regarding pre-collegiate instruction in order to further student success and completion and works to ensure that courses are scheduled in a way to support

student completions. The College ensures that faculty receive ongoing professional development in support of teaching and learning excellence in all teaching modalities. The College's efforts in Humanizing the Curriculum and Instruction includes training on biased language and other biases that affect student learning and performance. Career education faculty regularly engage with employers and other stakeholders to ensure that curriculum and training meets the needs of local and regional employers.

Improvement Plan(s)

The College is actively striving to improve data collection from SLO assessments, to define processes to disaggregate the data, and to effectively utilize the data for program and institutional improvement. Despite setbacks related to the pandemic, some strides have been made in the past year. The College is nearing completion of the new Resource Allocation Model process, which will align data-informed decisions with budget requests. The College is also continuing to explore additional ways of improving math and English outcomes pursuant to AB 705. A district-wide board policy on distance education, which will provide further guidance on all areas of distance education is forthcoming.

Evidence List

- IIA.1.1: EVC Strategic Plan 2019 - 2022
- IIA.1.2: EVC College Catalog 2021-2022
- IIA.1.3: SJECCD Board Policy 4020, Program, Curriculum, and Course Development
- IIA.1.4: EVC Associate of Arts for Transfer Degree in Social Justice Studies – Gender Studies
- IIA.1.5: EVC Certificate of Achievement in Translation and Interpretation
- IIA.1.6: EVC Educational Master Plan
- IIA.1.7 EVC Catalog, Graduation/Transfer/General Education
- IIA.1.8: EVC Degrees and Certificates Chart
- IIA.1.9: SJECCD Board Policy 4100 Graduation Requirements for Degrees and Certificates
- IIA.1.10: EVC Honda PACT Advisory Committee Minutes, December 16, 2021
- IIA.1.11: EVC Accounting Advisory Committee Minutes, March 4, 2021
- IIA.1.12: EVC Distance Education Addendum on CurriQunet 2022
- IIA.1.13: EVC ACCJC 2021 Annual Report
- IIA.2.1: SJECCD Administrative Procedure 4020, Program and Curriculum Development
- IIA.2.2: EVC All-College Curriculum Committee Charge
- IIA.2.3: EVC ACCC Meeting Schedules 2021-22
- IIA.2.4: EVC ACCC Agenda Emailed to College February 8, 2022
- IIA.2.5: EVC ACCC Meeting Agendas 2021-22
- IIA.2.6: EVC ACCC Meeting Minutes, Fall 2021
- IIA.2.7: EVC Technical Review Committee Agenda, samples
- IIA.2.8: EVC Distance Education Addendum on CurriQunet 2022
- IIA.2.9: EVC Program Review Website
- IIA.2.10: EVC Institutional Effectiveness Committee Charge
- IIA.3.1: EVC Course Outlines of Record, SLO Statements
- IIA.3.2: EVC PLO Samples
- IIA.3.3: EVC Canvas Screenshots of Attached Syllabus
- IIA.3.4: EVC Hybrid/Online Course Syllabi
- IIA.3.5: EVC Dean Email re: Review of Course Syllabi, Spring 2022
- IIA.3.6: EVC Syllabus Template, Spring 2022
- IIA.3.7: EVC New Adjunct Faculty Orientation Agenda, Fall 2021
- IIA.3.8: EVC SLO Assessment Cycle

- IIA.3.9a: EVC SLO Assessment Timeline, MSE/Biology
- IIA.3.9b: EVC SLO Assessment Timeline, SSHAPE/Psychology
- IIA.3.9c: EVC SLO Assessment Timeline, LA/English
- IIA.3.9d: EVC SLO Assessment Timeline, BWF/Automotive
- IIA.3.10: EVC SLO Assessment Workshop and drop-in schedule with Coordinator
- IIA.3.11: EVC SLO Assessment Workshops, Spring 2022
- IIA.3.12: EVC SLOAC Meeting Announcement, December 2021
- IIA.3.13: EVC SLOAC Meeting Agenda for November 5, 2021
- IIA.3.14: EVC SLOAC Meeting Minutes for September 10, 2021
- IIA.3.15EVC SLO Handbook, Fall 2021
- IIA.4.1: SJECCD Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates
- IIA.4.2: EVC Catalog, Course Numbering System
- IIA.4.3: EVC New ESL Credit Pathway
- IIA.4.4: EVC Catalog, Course Information Keys
- IIA.4.5: EVC English and Math Success Data
- IIA.4.6: EVC Assembly Bill 705 Presentation, March 1, 2022
- IIA.4.7: EVC Assembly Bill 705 Taskforce Agendas
- IIA.4.8: EVC Math Department Meeting Minutes 2021-22
- IIA.4.9: EVC English Department Meeting Minutes, October 13, 2021
- IIA.5.1: SJECCD Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates
- IIA.5.2: SJECCD Administrative Procedure 4020, Program, Curriculum and Course Development
- IIA.5.3: EVC Program and Course Approval Handbook, pages 21-22
- IIA.5.4: SJECCD Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education
- IIA.5.5: SJECCD Administrative Procedure 4025, Philosophy and Criteria for Associate Degree and General Education
- IIA.5.6: EVC Guided Pathways Steering Committee Meeting Minutes for June 20, 2020 and February 10, 2021
- IIA.6.1: EVC Guided Pathways Meeting Minutes for August 4, 2021
- IIA.6.2: EVC Student Equity Focus Group Presentation, February 2022
- IIA.6.3: EVC Student Equity Focus Group, Final Report
- IIA.6.4: EVC Guided Pathways, Education Programs and Majors website
- IIA.6.5: EVC Enrollment Management Tracking Spreadsheet
- IIA.7.1: EVC Academic Senate Meeting Minutes, December 7, 2021
- IIA.7.2: EVC Distance Education Committee Meeting Minutes, November 23, 2021
- IIA.7.3: EVC Humanizing the Curriculum and Instruction
- IIA.7.4: EVC Course Outlines of Record, EDIT-22 & EDIT-28
- IIA.7.5: EVC Distance Education Addendum on CurriQunet 2022
- IIA.7.6: California Education Code Title V Regulations on Online Teaching
- IIA.7.7: EVC Distance Education Committee Meeting Minutes, November 23, 2021
- IIA.7.8: EVC Distance Education Handbook
- IIA.7.9: EVC Self-Reflective Assessment Survey
- IIA.7.10: EVC Friday Innovation in Online Learning Workshops, Spring 2021
- IIA.8.1: SJECCD Board Policy 4235, Credit for Prior Learning
- IIA.8.2: SJECCD Administrative Procedure 4235, Credit for Prior Learning
- IIA.8.3: EVC Catalog, Credit for Prior Learning
- IIA.8.4: EVC ENGL-001A and ENGL-001B Catalog Descriptions
- IIA.8.5: EVC Program Review, Automotive Department (Mini) 2017-18
- IIA.8.6: SJECCD Administrative Procedure 4236, Advanced Placement Credit

- IIA.8.7: SJECCD Board Policy 4260, Prerequisite, Co-requisites, and Advisories
- IIA.8.8: SJECCD Administrative Procedure 4260, Prerequisite, Co-requisites, and Advisories
- IIA.9.1: SJECCD Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education
- IIA.9.2: EVC Program Outcome Report, Nursing
- IIA.9.3: EVC Program Outline of Record, Various
- IIA.9.4: EVC Course Outcome Report, CHEM001A
- IIA.9.5: SJECCD Board Policy 4020, Program, Curriculum and Course Development
- IIA.9.6: SJECCD Administrative Procedure 4020, Program and Curriculum Development
- IIA.9.7: EVC Course Outlines of Record, ENGL-1A and MATH-25
- IIA.9.8: SJECCD Board Policy 4230, Grading and Academic Record Symbols
- IIA.9.9 SJECCD Administrative Procedure 4230, Grading and Academic Record Symbols
- IIA.9.10: EVC College Catalog, Academic and Grading Policies
- IIA.10.1: SJECCD Administrative Procedure 4050, Articulation
- IIA.10.2: SJECCD Administrative Procedure 4235, Credit for Prior Learning
- IIA.10.3: EVC Articulation Website
- IIA.10.4: EVC Catalog, Graduation/Transfer/General Education
- IIA.10.5: EVC Catalog, C-ID Identification System
- IIA.10.6: SJECCD Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates
- IIA.10.7: EVC Guided Pathways, Education Programs and Majors website
- IIA.11.1: SJECCD Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education
- IIA.11.2: SJECCD Administrative Procedure 4025, Philosophy and Criteria for Associate Degree and General Education
- IIA.11.3: EVC Catalog, Graduation/Transfer/General Education
- IIA.11.4: EVC Catalog, Institutional Learning Outcomes
- IIA.11.5: EVC Program Outcome Reports, various
- IIA.11.6: EVC Program Outlines of Record, various
- IIA.11.7: EVC Program Outcome Report, Chemistry Degree
- IIA.11.8: EVC Chemistry Course SLO/ILO Assessment Report
- IIA.11.9: EVC Program Review, Biology 2017-18
- IIA.12.1: SJECCD Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education
- IIA.12.2: EVC Catalog, Mission
- IIA.12.3 EVC Catalog, Institutional Learning Outcomes
- IIA.12.4: EVC Catalog, Graduation/Transfer/General Education
- IIA.12.5: EVC Educational Planning Worksheets, GE Requirements 2021-22
- IIA.13.1: SJECCD Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates
- IIA.13.2: EVC Program Outlines of Record, Various
- IIA.13.3: California Education Code, Title 5, Section 55063
- IIA.13.4: CSU Guiding Notes for General Education Courses
- IIA.13.5: CCCCO Standards, Policies, and Procedures for Intersegmental General Education Transfer Curriculum
- IIA.13.6: BACCC Program Approval List
- IIA.14.1: SJECCD Administrative Procedure 4102, Career Technical Education Programs
- IIA.14.2: SJECCD Administrative Procedure 4103, Work Experience
- IIA.14.3: EVC Nursing Webpage
- IIA.14.4: EVC Catalog, Accreditation
- IIA.14.5: EVC Nursing Program Outline of Record
- IIA.14.6: EVC Nursing Accreditation Standards
- IIA.14.7: EVC Program Review, Nursing

2018-19
- IIA.14.8: EVC Nursing Accreditation Report
- IIA.14.9: EVC Student Licensure Data
- IIA.14.10: EVC Advisory Committee Meeting Minutes for May 19, 2021
- IIA.15.1: SJECCD Administrative Procedure 4021, Program Viability Review
- IIA.15.2: SJECCD Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates
- IIA.16.1: SJECCD Administrative Procedure 4260, Prerequisites, Co-Requisites, and Advisories
- IIA.16.2: EVC Program Review Schedule
- IIA.16.3: EVC Program Review Handbook
- IIA.16.4: EVC CROA Data Handbook
- IIA.16.5: EVC IEC Meeting Minutes, Fall 2021
- IIA.16.6: EVC Institutional Effectiveness Committee Charge
- IIA.16.7: EVC Program Review Template for Career Education
- IIA.16.8: EVC Program Review, Administration of Justice, 2018-19

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The College provides student learning and support to students, staff, and faculty through the Library and Learning Resource Center, both of which offer in-person and remote services and resources sufficient in quantity, currency, depth, and variety for student achievement. Students, faculty, and staff have access to the learning support services through a variety of learning centers and programs, which provide the necessary tools and instruction that support its mission and vision (IIB.1.1-3).

Library

In support of the College's vision and mission, the Library is committed to providing inclusive services, resources, and information literacy instruction. This encourages the diverse interests and viewpoints of our students, staff, and faculty, and serves as a foundation for academic success and development of human potential (IIB.1.4).

The Library, located on the third floor of the Library/Educational Technology Center building, has a seating capacity of approximately 300 and provides space for individual and group study, library orientations, research, and a collection of 60,000 physical items including books, course reserves, periodicals, sound recordings, and DVDs (IIB.1.5). Students have access to computer workstations with internet access, laptops, eBook readers, flatbed scanners, webcams and 2 multifunction printer and copiers (IIB.1.6). The Library works collaboratively with the Disabilities Support Program (DSP) on campus to ensure that students with disabilities have access to assistive technology in the Library, including a dedicated DSP room equipped with computers with Windows 10 accessibility features, Non-Visual Desktop Access (NVDA) and Kurzweil 3000. Adaptive hardware includes lift tables, trackball mice, and flatbed scanners. The Library has one closed circuit television for magnifying and projecting print onto a video monitor as well as creating visual contrast for the a person or a student with a visual disability (IIB.1.7-8). DVDs and film streaming videos in the collection are closed-captioned. The Library provides remote access to resources including databases, eBooks, and research guides (IIB.1.9-10). Through grant funding, the library has been able to provide access to an online film streaming database, Films on Demand, to support online learning through the pandemic. Both print and online resources are accessible and searchable through the Ex Libris Primo discovery service (IIB.1.11).

The Library is open to the public, and a community borrower membership is available for the public to check out materials (IIB.1.12). Library assistance is available in person, by phone, or email. Hours are posted outside the Library building and on the Library website (IIB.1.13). The Library staff consists of three full-time Librarians, three part-time Librarians, one Library

Assistant, three Senior Library Technicians, and one Library Technician. The Dean of Library and Learning Resources/Dual Enrollment/Non-Credit/Distance Education/Strategic Initiatives oversees the Library Department. The College recently adopted a Library Coordinator position at 20 percent reassigned time to provide support to the Dean for library policy recommendation, departmental planning, and direction and administration of library activities (IIB.1.14).

Library faculty provide information literacy instruction through several methodologies. Individual instruction is available for students in-person in the Library or remotely by phone or email (IIB.1.15-16). In-person and online library orientations are available to classes at the request of the instructor (IIB.1.17). In-person instructional sessions take place in the library computer lab or instructor classroom while online instructional sessions take place synchronously via Zoom or asynchronously through recorded videos. Research Guides and information literacy modules are also available to students as a resource or as supplement to instruction (IIB.1.10, IIB.1.18). Library faculty teach a three-credit information literacy skills course: Electronic Research and the Internet. This is a fully online course providing students with skills and competencies to effectively use online sources (the web, online catalogs, and databases) for course- related or personal research. The course is CSU/UC transferrable and AA/AS degree applicable (IIB.1.19).

The Library supports faculty by providing resources and services to aid in their research, academic enrichment, and curriculum development. The Library chooses pedagogical resources on current issues such as Closing the Opportunity Gap (IIB.1.20), in print and online formats. Faculty is made aware of resources through the monthly newsletter to classified and faculty employees (IIB.1.21), as well as through monthly displays, in collaboration with programs such as Women and Gender Studies (IIB.1.22-23). On Professional Development Day the library shows the latest databases to instructors and staff, being sure to elicit information on how these databases might be used in the classroom (IIB.1.24). Librarians also actively engage with faculty on how to integrate library resources into their courses. For example, librarians have attended English department meetings and the Library has an embedded librarian in English 1A (IIB.1.25).

Learning Resource Center

The Learning Resource Center (LRC) supports student learning and success through its variety of resources and staff. To achieve robust support of student learning, the LRC provides students with experienced staff, learning spaces, tutoring resources, and electronic equipment. An average of 1600 students utilized the LRC each semester over a three-year period from 2017-2020. The LRC houses the Open Computer Lab, LRC computer classrooms, and Campus Tutoring Center. The LRC is well-equipped with a host of technological resources for its students, including adaptive technology for students with disabilities.

LRC Open Computer Lab

The LRC Open Lab and LRC computer classrooms are managed and monitored by two staff, the Instructional Support Coordinator and Lab Lead. The Open Lab is available to all EVC students on a drop-in basis, both in-person and online, for MS Office, research purposes, and software use for specific classes. Appointments may also be made for computer lab support.

Since spring 2020, the Open Lab has opened remotely by providing Zoom services during the Covid-19 pandemic. Staff and tutors work on Zoom during their scheduled hours, which are posted on the Open Lab webpage, (IIB.1.26), to assist students for computer related questions on Canvas, MyWeb, MS Office, Zoom, and internet use. The Open Lab also offers computer help to

East San Jose Adult School students on Zoom while helping EVC students at the same time. Since fall 2021, the Open Computer Lab has been open in-person. The staff and open lab tutors are available for one-on-one help on a drop-in basis to individual students on any computer related questions, printing services, etc.

LRC Computer Classrooms

There are four LRC computer classrooms which instructors may reserve each semester. The classrooms are equipped with computers, projectors, audio/visual equipment, web cameras, and document cameras. Software includes MS Office, Adobe Creative Cloud, course specific software, and internet connection. Each room has a DSP computer station compliant with 508 requirements (IIB.1.27-31). The computer classrooms can accommodate any special requests from faculty for equipment and software needs with CTSS's technology support.

Campus Tutoring Center

The Campus Tutoring Center, overseen by the Tutoring Center Coordinator and Academic Skills and Tutoring Instructor, provides peer tutoring services and support in various subjects for EVC students. Through consultation with faculty, the tutoring program recruits and trains student tutors each semester. All student tutors must take the Individualized Instruction (II) 90 Tutor Training online course taught by the Academic Skills Instructor to assure tutors are trained in effective tutoring methods and meet California Reading and Learning Association (CRLA) guidelines.

To become eligible for tutoring, students must add a zero-unit II 210 Supervised Tutoring section. Once they have added this section, their attendance can then be tracked through SARS-TRAK, a computerized timekeeper system which tracks positive attendance hours.

Subject specific tutors, comprised of student tutors, staff, and faculty are available for students for drop-in tutoring at various set times during the week. All registered students are emailed Campus Tutoring information including access steps and schedules on multiple occasions during the semester to ensure students are aware of available resources. This information is also available on the Campus Tutoring webpage (IIB.1.32). Student tutors are students of the College who have been recommended by their instructors and meet grade point average standards. Subjects vary but include Accounting, Administrative of Justice, Biology, Business, Chemistry, Communications, Computer Information Technology, Economics, English, History, Math, Music, Philosophy, Political Science, Psychology, Sociology, Spanish, and Vietnamese. Campus Tutoring customizes its schedule and subjects based on student need.

For students who cannot access Campus Tutoring during its open hours, tutoring is provided through the Pisces and NetTutor Online Tutoring platforms. These platforms have been especially useful since March 2020 when Covid-19 began. The Campus Tutoring team maintain weekly drop-in tutoring hours for students on the Pisces platform in their subject areas. The tutoring team's drop-in tutoring schedule is posted on the Campus Tutoring webpage as well as the Pisces front page upon logging in through Canvas. It is also emailed to campus faculty, staff, and all students through the tutoring newsletter and other campus bulletins. In addition, the NetTutor online tutoring platform is offered to students when the Pisces platform is closed evenings and weekends. Students can access these platforms from any of their online courses on Canvas. Since fall 2021, when the campus reopened, Campus Tutoring has offered its services both online through these platforms and in person in the LRC (IIB.1.33-40).

Campus Tutoring provides embedded tutoring for the College's courses across a variety of

disciplines including math, English, ESL, and biology. Embedded tutors who have already passed the course attend courses, in person and/or online via Zoom, to become familiar with instructor material, methods, and content. In consultation with course faculty, embedded tutors then hold weekly drop-in tutoring hours for students in those courses on campus and/or online (IIB.1.41).

Campus Tutoring works closely with the College's Early Alert program to assure that students at risk of failing their courses receive tutoring. Each semester, Campus Tutoring receives a list of at-risk students placed on Early Alert by faculty makes contact with students by email to assist them with tutoring services (IIB.1.42).

Language Arts Labs, Math and Science Resource Center, Business Labs, and Disabilities Support Program Tutoring

In addition to the Library and Learning Resource Center in the Educational Technology Building, the Language Arts Labs, including the ESL Lab, Reading Lab, and Writing Center as well as the Math and Science Resource Center (MSRC), the Business Labs, and Disabilities Support Program all serve as vital learning resources for EVC students.

ESL Lab

The ESL Lab is located in the Student Center Building; due to Covid-19 restrictions, the physical lab has been closed to all students since April of 2020, and will remain so at least through the end of spring 2022. The lab continues to offer all lab courses online using Canvas, Zoom, and new software platforms, which are available to students off-site. Depending upon a student's English skills placement test score, ESL students are accommodated in two distinct operational components in the lab. Both components have minimum hour and work requirements. Students enrolled at higher levels work in the ESL Writing Seminar, a lab in which students divide their time between writing essays and responding to readings. Every other week, each student receives a half-hour individualized conference in which a faculty member or instructional assistant offers in-depth evaluation of the student's writing. For students at lower levels, a Skills Development Lab is offered which is centered on a self-paced computer program. This lab provides a progressive study system for building basic skills in listening, speaking, reading, and writing (IIB.1.43). The physical lab provides 20 student computers equipped with MS Word, headsets, microphones, ESL software programs, audiovisual equipment, and various print/audio/video resources to facilitate and enhance ESL skills. Since students currently do not have access to this equipment on campus, the school offers a free-rental program to supply all technology needed to ensure success through distance education.

Reading Lab

The Reading Lab is also located in the Student Services Building. The Reading Lab assists students at the English 102 level with skills necessary for college success in all academic subjects (IIB.1.44). The goal of the reading lab is to strengthen students' reading skills, enhance confidence, and improve rate of success in the reading lecture classes as well as in the content area classes. Through the use of specific skills modules, students may identify their areas of weakness and work on improvement within these areas. Although students work independently, a lab staff member and faculty member are always present to clarify the assignment and provide assistance when needed. Five interactive workshops focus on key skills such as learning vocabulary, finding main ideas and other critical reading skills. On campus, students have access to 16 computers, many equipped with MS Word and a specialized reading software program. The

software program “My Reading Lab” gives immediate feedback to the student. Students’ modules use textbooks and various workbooks to facilitate and enhance reading skills. Online modules have been developed using Canvas for remote learning due to the Covid-19 pandemic. Workshops are incorporated into the fully synchronous lab

The Writing Center

The Writing Center, located in the Student Services Building, is an interactive support lab designed for students in developmental and transfer level English courses. Faculty in the Writing Center have developed a support lab primarily for English 1A, but also for 1B and 1C: English 105 (a support course) incorporated as a pathway for these transfer level courses. English 105, which integrates reading and writing skills, is now open to all students on campus, regardless of whether they are taking an English class. It serves as a refresher course and prepares the transfer level student for the departmental final exam. These support labs enhance student skill improvement which is measured throughout the semester by a specific rubric which is also used at the end of the semester to grade students’ final exams (IIB.1.45).

The Writing Center has been successful in helping English 1A students with their writing skills through peer interaction, whether online or in-person, as well as individual help from instructors and instructional interns. The sustained presence of a full-time Coordinator has ensured consistent, efficient, and professional operation. Due to the Covid-19 pandemic, online modules have been developed using Canvas for remote learning for English 104L as well as English 105.

Math and Science Resource Center (MSRC)

The Math and Science Resource Center (MSRC) provides tutoring and other essential learning support services to EVC Math and Science students, including students in Astronomy, Biology, Chemistry, Computer Science, Math, Statistics, Physical Science and Physics. Tutoring is done by our student tutors, instructional assistants, and math/science faculty. During fall 2021, our services are taking place both in-person at the MSRC and online through the Pisces platform. Located in room MS-112 of the new MS3 building, the MSRC is well equipped with instructional equipment to aid student learning, such as two available study rooms for group learning, copying, and printing services, 12 PCs and 24 laptops with installed math and science learning software, and current textbooks for students to use in the center. Additionally, scientific and TI-84 graphing calculators are available for students and staff to use in the center, as well as for students to check out for tests, and limited availability for semester loan. Students need to be enrolled in a non-credit II-210 section (Individualized Instruction–Supervised Tutoring) to use the MSRC. Positive attendance is collected by SARS-TRAK Timekeeper system (IIB.1.46).

Business Labs

The Business Labs are located in the Acacia building and serve students taking courses in the Business and Workforce Development division. Computers are equipped with the necessary programs to support Business and Workforce courses. An Instructional Support Assistant provides students with an orientation to the lab as well as instruction on how to sign-in with the SARS-TRAK program. The Instructional Support Assistant provides students with guidance and clarification in coursework. From March 2020–July 2021 during the Covid-19 pandemic when the campus was closed, student assistance was provided by Instructional Support Assistants online in collaboration with Campus Tutoring utilizing the Pisces online tutoring platform on Canvas. As of fall 2021 when the campus re-opened, Business Lab services for students have been provided

both in person on campus and online through Pisces on Canvas (IIB.1.47).

Disabilities Support Program Tutoring

The DSP Instructor/Coordinator works with Campus Tutoring and Financial Work Studies (FWS) to recruit student tutors. The DSP Instructor/Coordinator determines which subjects each student will tutor, through a combination of transcript grades ('A' and 'B'), and the subjects a tutor feels comfortable tutoring. The DSP always offers tutoring in ESL, English, and Math, but other subjects offered vary each semester (IIB.1.48). The DSP Instructor/Coordinator trains all tutors. This training includes multi-sensory techniques and strategies, importance of confidentiality, and an overview of what to expect as a DSP tutor.

Since the Covid-19 pandemic in spring 2020, DSP tutors have provided their services online using Pisces. DSP students schedule one-on-one virtual tutoring appointments through the DSP with the DSP Program Assistant, but can also take advantage of DSP virtual drop-in tutoring. In order to encourage DSP students to utilize DSP tutoring, the DSP Assistive Services Specialist sends out periodic e-mail blasts to all current DSP students, advertising tutor subjects and availability. In addition, DSP faculty and staff inform DSP students about DSP tutoring.

Distance Education instructor training includes accessibility training to support excellence in learning for all students. Faculty learn how to become proficient at designing pages in Canvas that are accessible for students with disabilities (IIB.1.49).

Analysis and Evaluation

The Library, Learning Resource Center and Learning Support Labs enhance student learning and achievement by providing a variety of services that are accessible to its diverse population. Services are offered both on campus and online to meet the learning needs of its students. The Library and learning support services are equitable across on-campus and online students.

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

Evidence of Meeting the Standard

Library

The College selects and maintains equipment and materials to support student learning and the college's mission. Faculty, including librarians, and other learning support service professionals work collaboratively to identify equipment and material needs.

The Library utilizes the program review process to identify material and equipment needs and determine rationale for adding, replacing, or updating materials and equipment. The program review is an essential document to the college integrated planning process, which requires approval and funding from the Campus Budget Committee through a prioritization request process. Technology equipment requests require prior approval from the Campus Technology Committee before the prioritization process. (IIB.2.1). The Library uses the CREW method as guidance for assessing and removing titles as necessary from the library's collection (IIB.2.2).

The Library Collection Development Policy guides librarians in prioritizing the selection and evaluation of materials that directly support and enhance the curriculum of the College and the

needs of the campus community (IIB.2.3).

When new and revised courses and programs undergo the Curriculum Committee course approval process, librarians have an active role to assess the current collection, determine any gaps, and obtain current and appropriate materials as necessary (IIB.2.4). Librarians serve as division liaisons to cultivate and enhance the library collection based on usage data (IIB.2.5a-b), current curriculum, and faculty interaction by subject discipline (IIB.2.6). Librarians also determine curriculum and instructional program needs from interactions with faculty and students during reference interviews and library instructional sessions. During the material selection process, librarians report which department a title was purchased so that the data can be collected and reviewed regularly to inform spending decisions in support of the college curriculum (IIB.2.3).

Learning Resource Center

The Learning Resource Center selects and maintains resources to support student learning. These resources are evaluated and updated regularly by faculty, the dean of Library and Learning Resources and learning support services professionals. Campus Technology and Support Services (CTSS) maintains computer workstations and computer classrooms in the LRC. LRC Computer Classrooms come equipped with overhead projectors, audio/visual equipment, document cameras, and webcams, allowing faculty a variety of mediums with which to instruct their students.

Decisions regarding materials and equipment for the Open Computer Lab are made based on meetings and discussions between the dean of the Library and Learning Resources Center (LLRC), Open Computer Lab staff, and CTSS, in conjunction with the Campus Technology Committee, the Institutional Effectiveness Committee, and other college governance committees.

LRC Campus Tutoring funds its student tutors through its own department funding as well as funding from Basic Skills and Financial Work Studies. Student tutors are hired under GPA and Instructor Recommendation qualifications determined by the Academic Skills Instructor and Tutoring Center Coordinator in collaboration with subject faculty (IIB.2.7).

Analysis and Evaluation

The College utilizes a variety of processes to acquire equipment and materials that support student learning and enhance the achievement of the mission. To assure that students are adequately and effectively supported by the Library and Learning Resource Center, faculty, the division dean, LLRC staff, and CTSS, work collaboratively to select and maintain educational materials that support student learning. The LRC utilizes an established evaluation process to assure the LRC has sufficient depth and variety of materials to meet the academic needs of its students.

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

Evidence of Meeting the Standard

The Library and Learning Resource Center regularly assesses its services and resources to ensure support of student learning and success. Additionally, every six years the Library writes a program review report that provides a comprehensive discussion of the department's assessments and gives a holistic view of the department's needs for the furthering of student success (IIB.3.1).

The program review process has been recently modified to include mini program review updates in between larger program reviews, which the library will also complete at the appropriate point in the cycle.

Library

Student Learning Outcomes (SLOs) are assessed for both the department's credit bearing course and library orientations. The Library Department has a three-credit course, LIB-015, that is offered in the fall and spring (IIB.3.2-3). This course was last assessed in 2021 (IIB.3.4). Due to low enrollment and regular cancellations, this course will be retired and a new course, LIB-020, is in development to take its place. In order to increase enrollment, this course will offer greater relevancy by focusing on information seeking behavior and qualify for GE Area E. New SLOs will be assessed for this course once it is offered. Additionally, library orientations are also assessed by librarians to improve upon the instruction of information literacy. With the granting of a Library Coordinator position in Fall 2019, the Library had the opportunity to create a standardized library orientation assessment process (IIB.3.5). This new process will facilitate the documentation and sharing of assessments. Assessments were completed in fall 2021 using the new process (IIB.3.6). Service Area Outcomes (SAOs) for the Library are assessed, primarily through surveys and statistical analysis, to ensure quality services and resources are provided to students. Because of the Library Coordinator position, the Library was also able to revise its SAOs based on recommendations from the Student Learning Outcome Assessment Committee (SLOAC) in spring 2021 to help gather more relevant data and put a timeline in place for assessment and submitted to CurriQunet in Spring 2022 (IIB.3.7). The new SAOs were evaluated in Fall 2021 (IIB.3.8-11). The data gathered from SAO assessments helps to make decisions about staffing, services resource purchasing, and collection development, which is discussed at department meetings.

Learning Resource Center

The College evaluates learning support services to assure their adequacy in meeting identified student needs. The Learning Resource Center (LRC) is evaluated through the collection of data from student surveys and program review. Student surveys allow the LRC to make changes to its services to best accommodate students (IIB.3.12). An example of one such change as a result of student surveys was the step-by-step video for online tutoring. Students had noted challenges with how to use online tutoring services, so this video was created to meet the need (IIIB.3.13-14). Program Review also allows the LRC to effectively assess its services. The LRC has begun its next Program Review cycle in fall 2021 (IIB.3.15). The LRC works closely with the college's Student Learning Outcomes (SLO) Subcommittee to maintain and assess SLO's to assure student objectives are achieved (IIB.3.16-17).

Analysis and Evaluation

Under the purview of the SLO committee, SAOs and SLOs are reviewed and evaluated on a two-year cycle. Within this process, assessment data is analyzed, and plans implemented to improve upon services and instruction to students. At the program level, assessment and program data are analyzed over a six-year period providing a comprehensive overview to help target achievements and improvements, determine resource needs, and set informed goals for the next cycle.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The Library and Learning Resource Center collaborate with other institutions and providers to ensure that resources and services meet the needs of students, faculty, and staff. The College ensures that formal agreements are documented and assures the security, maintenance, and reliability of services. Their faculty and staff evaluate the services and contracts annually or as scheduled to ensure accessibility and effective utilization.

Services or resources provided by an external organization require approval from the District purchasing department (IIB.4.1), which is then ratified by the Board of Trustees (IIB.4.2).

Library

The Library recently ended its contract with Innovative Interfaces, Inc. with its integrated library system, Sierra, and joined the Council of Chief Librarians, California Community Colleges (CCL) in a group acquisition of a systemwide Library Services Platform (LSP) using Ex Libris Alma and Primo software solutions (IIB.4.3). This systemwide effort promotes opportunities for streamlined workflows and resource sharing. The Library collaborates with San José City College Library and the District in the cost and maintenance of the LSP. As institutions under the same district, library faculty and staff collaborate with each other and communicate with the District's Information Technology Services & Support (ITSS) department for any technical changes, upgrades, and problems with the platform. The library uses a proxy service, EZproxy, to authenticate users and provide remote access to library databases.

The Library is a member of the California Community Colleges Council of Chief Librarians which provides membership and discounted subscription to online resources via the Community College Library Consortium (CCLC). The CCLC negotiates pricing with vendors thus making subscription to over 40 online resources feasible for the Library (IIB.4.4). A yearly membership agreement form of subscribed electronic resources is signed to ensure contractual obligation for payment by the college (IIB.4.5). Library faculty review and renew subscriptions annually based on the needs of the curriculum of the college.

Learning Resource Center

The College collaborates with other organizations to provide learning support services for the LRC. The institution assures that such services are adequate for its students' academic needs and enters into formal agreements to document collaboration.

One such collaboration and resource is the NetTutor online tutoring platform, which provides drop-in tutoring for students when Pisces is closed evenings and weekends. An annual contract funded by Basic Skills funding is renewed between the institution and NetTutor after an evaluation of its services by faculty, staff, and students (IIB.4.6-8).

LRC Campus Tutoring also ensures that all student tutors meet California Reading and Learning

Association (CRLA) guidelines. Tutors were last certified by the CRLA in fall 2021, which extends through fall 2022 (IIB.4.9).

Analysis and Evaluation

When collaborating with other institutions or other sources for library and other learning support services for its instructional programs, the College ensures that formal agreements are properly documented. The Library and Learning Resource Center take appropriate measures to ensure the efficacy of services and resources by collecting and analyzing data. Information based on usage statistics, faculty and student input, product comparisons and reviews, scope and currency are deciding factors for subscription of resources.

Conclusions on Standard II.B: Library and Learning Support Services

It is important to note the multifaceted role of the Library and Learning Resource Center as these departments offer instructional programs and student support services that align with the mission of the college. The College provides accessible resources to students so that may use them effectively and ethically. Services are offered through several modes of instruction and undergo regular assessment

Improvement Plan(s)

The College's library faculty and staff will revise its collection development policy and, in the process, conduct a reference collection refresh to reduce the size of its in-house collection and enhance its online reference sources.

Evidence List

- IIB.1.1 EVC Catalog, Library Services
- IIB.1.2 EVC Catalog, Learning Resource Center
- IIB.1.3 EVC Catalog, Campus Tutoring Program
- IIB.1.4 EVC Mission Statement
- IIB.1.5 EVC Library Data Review
- IIB.1.6 EVC Library, About Us and Services
- IIB.1.7 EVC Library Accessibility Services
- IIB.1.8 EVC DSP Alternate Media Request Form
- IIB.1.9 EVC Library Databases
- IIB.1.10 EVC Library LibGuides
- IIB.1.11 EVC Library Catalog
- IIB.1.12 EVC Library Community Card Policy
- IIB.1.13 EVC Library webpage
- IIB.1.14 EVC Library Coordinator
- IIB.1.15 EVC Library Ask-A-Question
- IIB.1.16 EVC Library FAQs
- IIB.1.17: EVC Library Faculty Services
- IIB.1.18 EVC Credo InfoLit
- IIB.1.19 EVC LIB 15 Course
- IIB.1.20 EVC Closing Opportunity Gap
- IIB.1.21 EVC Library Newsletter
- IIB.1.22 EVC Womyns Herstory 1
- IIB.1.23 EVC Womyns Herstory 2
- IIB.1.24 EVC PDD Library Spring 2021 Outline
- IIB.1.25 EVC Library Resources English Dept Meeting
- IIB.1.26 EVC Open Computer Lab Website
- IIB.1.27 EVC Open Computer Lab Flyer, Fall 2021
- IIB.1.28 EVC Online Computer Lab
- IIB.1.29 EVC Computer Classroom Picture
- IIB.1.30 EVC Open Computer Lab Report (sample)
- IIB.1.31 EVC Online Computer Lab Student Usage Report
- IIB.1.32 EVC Campus Tutoring Center website
- IIB.1.33 EVC Tutoring Resources Email Blast, Fall 2021
- IIB.1.34 EVC Tutor Training Syllabus

- IIB.1.35 EVC Tutoring Newsletter, October 2020
- IIB.1.36 EVC Pisces/NetTutor on Canvas
- IIB.1.37 EVC Campus Tutoring Picture
- IIB.1.38 EVC On Campus Tutoring Usage Report, Fall 2018
- IIB.1.39 EVC On Campus Tutoring Usage Report (sample)
- IIB.1.40 EVC On Campus Tutoring Usage Report, Spring 2018
- IIB.1.41 EVC Embedded Tutoring Faculty Email
- IIB.1.42 EVC Early Alert Student Email
- IIB.1.43 EVC ESL Lab Flyer, Spring 2022
- IIB.1.44 EVC Reading Lab Fall 2021 Flyer
- IIB.1.45 EVC Writing Center Flyer, Spring 2022
- IIB.1.46 EVC MSRC Flyer, Fall 2021
- IIB.1.47 EVC Business Lab Flyer, Fall 2021
- IIB.1.48 EVC DSP Outreach flyer
- IIB.1.49 EVC Distance Education EDIT Syllabus, Fall 2021
- IIB.2.1 EVC Library Program Review, 2019-20
- IIB.2.2 EVC Library Fund Request, 2020
- IIB.2.3 EVC Library Collection Development Policy
- IIB.2.4 EVC CurriQunet Resources Website
- IIB.2.5a EVC Sample Nursing Title Usage Data
- IIB.2.5b EVC Library Catalog Popular Keyword Search Data
- IIB.2.6 EVC Library Faculty Services
- IIB.2.7 EVC Tutor Jobs, Fall 2021
- IIB.3.1 EVC Library Program Review, 2019-20
- IIB.3.2 EVC LIB 015 Course Outline
- IIB.3.3 EVC LIB 015 Course Flyer, Spring 2022
- IIB.3.4 EVC LIB 015 Library Assessment Worksheet, Fall 2021
- IIB.3.5 EVC Library Orientation Assessment Process
- IIB.3.6 EVC Library Orientation Assessments, Fall 2021
- IIB.3.7 EVC Library Services SAO Assessment Plan
- IIB.3.8 EVC Library SAO1 Assessment Report, Fall 2021
- IIB.3.9 EVC Library SAO2 Assessment Report, Fall 2021
- IIB.3.10 EVC Library SAO3 Assessment Report, Fall 2021
- IIB.3.11 EVC Library SAO4 Assessment Report, Spring 2020/Fall 2021
- IIB.3.12 EVC Student Survey Tutoring, Fall 2020 (sample)
- IIB.3.13 EVC LRC Video
- IIB.3.14 EVC Campus Tutoring Survey Data
- IIB.3.15 EVC Comprehensive Instructional Program Review Criteria for Supervised Tutoring, 2017-2018
- IIB.3.16 EVC Campus Tutoring SAOs sample
- IIB.3.17 EVC Campus Tutoring SLOs sample
- IIB.4.1 SJECCD Purchasing Website
- IIB.4.2 SJECCD Board Policy 6340, Bids and Contracts
- IIB.4.3 EVC LSP Participation Agreement
- IIB.4.4 Council of Chief Librarians website
- IIB.4.5 EVC Council of Chief Librarians Membership Agreement Form, May 2022
- IIB.4.6 EVC SLOs for Campus Tutoring
- IIB.4.7 EVC NetTutor MOU 1
- IIB.4.8 EVC NetTutor Purchase Order
- IIB.4.9 EVC CRLA certificate, 2021-2022

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The College is committed to ensuring equitable access to all students by providing appropriate, comprehensive, and reliable support services regardless of location or delivery method to support student learning in the accomplishment of the College's mission.

Program Review

The College regularly evaluates the quality of support services through the annual program review (PR) process (IIC.1.1). The program review process results in recommendations and actions informed by data to increase the effectiveness of services across all locations and delivery modalities. Through the three-year triennial program review process, each program evaluates goals, reviews assessments, and provides improvement recommendations as needed. Student Services goals and outcomes are mapped to one or more of the College's strategic goals in alignment with the College's mission.

Service Area Outcomes (SAOs)

Programs under Student Services regularly evaluate their SAOs (IIC.1.2). Assessment results and reflections, along with actions taken to address identified areas of improvement, are recorded in Program Review.

Categorical programs are evaluated by external processes such as program reviews and annual reports to state and federal agencies, as well as student evaluations of counseling classes and counseling appointments. All these components enable the College to provide its students with appropriate student support that fosters learning and development within the context of its mission.

Transition to Online Services

To fulfill the College's mission, the COVID-19 pandemic required a rapid shift to a virtual learning environment. Many service areas, including Financial Aid, General Counseling and the First Stop Center retrained existing and new student employees to serve as online student ambassadors to assist fellow students in the virtual environment via Zoom. Admissions & Records, General Counseling and Financial Aid also implemented a Chat Bot (IIC.1.3) to quickly provide answers to general and frequently asked questions. Additionally, the First Stop Center, Financial Aid and the Transfer Center developed and established virtual front desks to support the transition from in person to remote services.

Analysis and Evaluation

The College provides a wide variety of student support services that are accessible to students regardless of their location, and are aligned with the College's mission. Regular evaluations reveal the College's support services are successful in supporting student learning and the mission and institutional outcomes of the College, which include supporting education and the whole person.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The Division of Student Affairs was tasked in fall 2021 to create SAOs for all departments to replace SLOs. The SLO Coordinator met with area managers and faculty in fall 2021 to demonstrate how to establish SAOs (IIC.2.1) and reviewed the process for loading them into CurriQunet, which houses the SAOs within its integrated software. SAOs are scheduled to be assessed in spring 2022. Student Affairs also uses Program Review to assess its progress in achieving departmental goals and objectives. In addition, categorical programs (e.g., EOPS, CalWORKs) submit MIS data annually to the CCCCO to gauge their progress in achieving outcomes such as retention, persistence, and success rates.

The College used data from the 2021 Community College Survey of Student Engagement (CCSSE) Race/Ethnicity Pilot Survey to analyze its progress in reducing disproportionate impact (DI) on five populations (i.e., Latinx, Black, Pacific Islander, students with disabilities, and veterans). Through this analysis of the campus climate, it was determined that focus groups were needed to delve deeper into the lived realities of racially minoritized student populations (IIC.2.2-3). The first focus group concentrated on the Black student college experience (IIC.2.4). Additional focus groups with respect to student equity have been conducted by the Student Equity Committee and outside agencies, such as #realcollege and NACCC (IIC.2.5-7). Future focus groups will be scheduled to target Latinx, Pacific Islander, students with disabilities, and veterans.

Analysis and Evaluation

The College identifies and assesses outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. It uses assessment data to continuously improve student support programs and services. Improvements, based on data and student voices, are made on a regular basis. Collaboration across campus is a core component to ensure student success.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College assures equitable access for all students by providing appropriate, comprehensive, and reliable services regardless of location or delivery method. All Student Services are offered in-person or online via Zoom and/or Canvas. Students can access registration, education planning services, orientation, advisement videos, forms, petitions, and more from our website (IIC.3.1). In addition, Admissions and Records, Counseling and Financial Aid use a chatbot feature that helps students access pertinent information without having to navigate the entire website. This service is offered 24 hours a day, seven days a week.

In 2019, the College established the First Stop Center (FSC). The FSC serves as a welcome and onboarding center. The Center offers a variety of video tutorials in multiple languages (IIC.3.2) to assist students with the onboarding and registration process. The Center also offers a virtual desk

during peak registration periods. In order to address students' questions and/or concerns in a timely manner, the virtual desk is staffed by bilingual FSC employees, student ambassadors, A&R personnel and a counselor. This allows the virtual desk employee to triage the student's issue and direct them to the appropriate breakout room where personnel are ready to receive students.

The College is currently working with Comevo to update its new student online orientation (IIC.3.3). The new student orientation will be translated to Spanish and Vietnamese.

Analysis and Evaluation

The College provides a wide variety of student support services, all of which are accessible to students regardless of their location. All services are available both in person and online. All services maintain a web presence to provide students with necessary information, from college and district policies to enrollment information and degree eligibility.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College is committed to offering both co-curricular and athletic programs that are in alignment with sound educational policies, standards of integrity, and the college mission of "social justice, equity, and opportunity" (IIC.4.1). This mission is evidence through a variety of co-curricular activities, sports teams, and campus events.

Student Life

The Office of Student Life is committed to promoting the personal, emotional, cultural, social, and ethical development of all students. The College meets this unique learning experience through student organizations, service-learning projects, and leadership opportunities. These services enable our students to succeed in the classroom and beyond.

By the end of the 2020 academic year, the College maintained over 20 active student-initiated organizations on campus, each with a faculty/staff advisor. Thirty percent of these student organizations' mission is focused on diversity and inclusion. As such, these clubs help to assist in ILO through their activities and events. For instance, the Pride Club was instrumental in helping to develop a Pride Logo that could be used campus wide to show support and solidarity for LGBTQ+ students. In addition, the Pride Club conducted a series of educational events, such as a pronoun workshop to assist with an inclusive classroom and campus experience (IIC.4.2).

Service Learning is an academic program that connects students with opportunities to participate in civic and global engagement, communication, and critical thinking. Through service-designated courses/opportunities, faculty members have incorporated co-curricular projects related to basic needs into their teaching since 2017 (IIC.4.3). Students complete a certain number of hours through the Office of Student Life's Basic Needs program as part of the class requirement, providing service to the College's FRESH Pantry, Drive-Through Food Distribution, and Clothing Closet.

Leadership Opportunities are provided through the College's Associated Student Government

(ASG). The ASG allows students to participate in shared governance committees, sit on campus hiring committees, and advocate for policies and initiatives affecting students at the campus, regional, and state level. In addition, the ASG also provides leadership opportunities for students to support, organize, and oversee a variety of educational, social, and cultural events on campus. Some examples include Club Fair Days, LatinX Heritage Month Events, Black History Month Events, Denim Day Sexual Assault Awareness, Asian Pacific Islander Heritage Month, Filipino History Month, and Alcohol Awareness Days (IIC.4.4).

The Office of Student Life provides oversight through the assistance, administration, and coordination of processes for student organizations, co-curricular activities, and the ASG (IIC.4.5-6). Students wishing to institute a new student organization are provided an application that outlines guidelines for the creation and maintaining of student organizations. (IIC.4.7). Faculty and Staff serve as advisors for student organizations and assist in overseeing student club meetings and events, signing off on club expenditure requests, and serving as positive role models for students.

Oversight includes all revenues and expenditures, including student campus-based fees and vending contracts, are regulated through the College Business Office, as specified in the SJECCD Administrative Policy 6300, Fiscal Management (IIC.4.8).

Athletics

The College is committed to conducting its athletic programs with sound educational policy and standards of integrity. Currently, it offers two intercollegiate athletic programs, men and women's soccer (IIC.4.9-11), both of which are overseen by the Athletics Director; the Athletic Director reports to the Dean of Social Science, Humanities, Arts, and Physical Education (IIC.4.12). The athletic program participates within the California Community College Athletic Association (CCCAA), which establishes and oversees the enforcement of the rules and regulations and guides the administration of intercollegiate athletic programs of California community colleges.

It is the responsibility of the Athletic Director to administer the intercollegiate athletic program in compliance with the CCCAA Constitution and Bylaws (IIC.4.13-14). Enforcement of local college program compliance with the Constitution and Bylaws initially is the responsibility of the College President and Athletic Director.

The Athletic Director establishes compliance by ensuring:

- Students clear all eligibility requirements;
- Satisfaction and compliance with Title IX; and
- College President, Title IX Coordinator and Athletic Director sign compliance forms.

At the College, athletics are considered educational in nature. The athletic department is designed to promote a respect for diversity and inclusion, to assist student-athletes in identifying and applying transferable skills, to encourage student-athletes to effectively access campus resources, and to develop character, integrity, and leadership skills. All student-athletes are required to complete a Student Educational Plan (SEP) with their respective athletic counselors. The Athletic Director verifies all student athletes have completed the appropriate paperwork. The coaching staff schedules time as required by the Athletic Director for student-athletes to meet with the athletic counselors a minimum of four times per semester to assist students with scheduling and completing courses (IIC.4.15). Once per semester, instructors are emailed a progress report created by the athletic counselor; they complete and return to the athletic counselors to ensure

student athletes are completing assignments and attending classes report (IIC.4.16). The women's soccer program has a dedicated room for study hall, where students gather and offer support to one another in accomplishing assignments. Additionally, both soccer programs have mandatory study halls on Fridays where students can ask for assistance from tutors (IIC.4.17). The Athletic Director works closely with Admissions and Records verifying weekly that the student-athletes are enrolled and actively attending in a minimum of 12 units as required by the CCCAA.

Analysis and Evaluation

The College offers co-curricular and athletic programs that are aligned with the College mission and contribute to the social and cultural dimensions of the student's educational experience. It empowers and prepares students from diverse backgrounds to succeed academically and be civically responsible global citizens by offering programs that provide opportunities to an array of educational experiences. Co-curricular programs, including athletics, are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. All programs are subject to college financial oversight and in compliance with applicable laws and regulations. The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides academic, career, and personal counseling to support student development and success through numerous programs and services and prepares those responsible for advising and orienting students. As of the academic year 2022–2023, the College employs 11 full-time and 7 part-time counselors to serve the following areas: General Counseling and Instruction, Transfer Center, Student Success (Academic Probation and Dismissal), Early Alert, Transfer Center, Business and Workforce, Dual Enrollment and Nursing. In addition, 9 full-time and 4 part-time counselors serve in Special Programs and Services (Disabled Programs and Services, Extended Opportunities Programs and Services, ENLACE, Umoja/AFFIRM, ASPIRE, Veterans, and more).

Faculty Preparation

Counseling faculty all meet minimum qualifications for their discipline and have access to training and support for the provision of accurate and useful information and support relevant to student needs and goals. Counselors maintain websites (i.e., articulation for counselors) and an intranet, which houses shared documents, forms, written processes and procedures, as well as new and historical documents to inform their shared work with students (IIC.5.1).

Counselors also provide ongoing training for their colleagues on various areas of expertise, including Transfer for Counselors and Articulation for Counselors (IIC.5.2). Counselors are provided college funding to attend yearly California State University (CSU) and University of California (UC) conferences, and other professional development opportunities, to stay current in

the practice of personal, academic/transfer, and career counseling for a diverse student population. Tenured counselors also play an important role in mentoring (IIC.5.3) part-time/untenured counselor colleagues.

Student Orientation and Support

To ensure students understand the requirements of their programs of study, counselors orient students through instruction and individual educational planning appointments and communicate with students in a variety of modalities (IIC.5.4), including the following areas:

- Instructions include Summer Bridge programs, courses in college success, and University Transfer Planning;
- Counseling faculty collaborate with discipline faculty to offer major-focused advising to ensure students understand requirements related to their chosen programs of study;
- Specialized workshops are offered on topics such as Student Success, Academic Probation and Dismissal, and Transfer;
- Website chat bots quickly address frequently asked questions; and,
- Counselors are embedded in all campus learning communities and special programs.

The College is currently revamping its online new student orientation to reflect current laws and initiatives (e.g., AB 705, Guided Pathways). The new student orientation will also be translated to Spanish and Vietnamese, which are two top languages spoken by students in the College's service area besides English. The Orientation which includes content rich visuals and videos will launch in spring 2023. This critical enhancement will address equitable orientation offerings to meet our campus demographics and enhance onboarding of students.

The College is implementing a new Early Alert SARS feature with instructional faculty beginning Fall 2022. This software enables faculty and staff to send students 'kudos' for performing well and/or make referrals that connect students with campus services (IIC.5.5). These departments can then provide appropriate intervention and receive feedback on actions taken.

Automated communication triggers:

- Email to student in which the concern is described and the student is encouraged to take advantage of the listed services;
- Email to selected departments or services to initiate appropriate interventions;
- Email to faculty when student receives service for each specified concern; and,
- Email to student and faculty when all concerns have been satisfied.

One of the benefits of a student being affiliated with a special program is that they receive personalized communication from special program staff. The staff intervene and connect their students to the appropriate intervention service. This case management approach has proven to be highly effective, as more students in programs such as EOPS are meeting with their counselors (IIC.5.6). For students that are unaffiliated with a special program, the College has made it easier for students to schedule a counseling appointment online (IIC.5.7) through the eSARS appointment system.

Analysis and Evaluation

The College provides varied and robust counseling programs and services to support the development and diverse needs of its students. Orientation is provided to all students online and is

followed by many additional access points and opportunities for students to gain an understanding of college academic requirements, graduation, and transfer policies and options. Counseling and advising programs are increasingly using new technologies to complement traditional methods of service delivery to increase access.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The College has adopted and adheres to admissions policies consistent with its mission that specify the qualifications of students appropriate for its programs. The District and the College are legally mandated to adhere to admission policies that are defined and outlined in education code, in accordance with the following policies and procedures (IIC.6.1-7):

- SJECCD Board Policy 5010, Admissions, Special Admissions and Enrollment;
- SJECCD Administrative Procedure 5010, Admissions;
- SJECCD Administrative Procedure 5011, Admission & Concurrent Enrollment of High School/Other Young Students;
- SJECCD Administrative Procedure 5012, International Students;
- SJECCD Administrative Procedure 5013, Students in the Military;
- SJECCD Administrative Procedure 5015, Residence Determination; and,
- SJECCD Administrative Procedure 5017, Responding to Inquires of Immigration Status, Citizenship Status and National Origin Information.

Admission

The Dual Enrollment Department at the College has developed a process for admissions for concurrent students, which is defined as any high school student or student attending an adult education or GED program and College and Career Access Pathways (CCAP) student. A CCAP student is defined as a student attending a high school in partnership with the College through a CCAP agreement. This process requires a letter of support from the secondary school, transcripts, and a signed special admit form from the College. A recent development in this area has resulted from Senate Bill 554 (Roth, 2019) (IIC.6.7), which authorizes "the governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate to enroll as a special part-time student at a community college, as provided. The bill would credit or reimburse the community college through the apportionment process for the student's attendance at the college, as specified."

Selective Admission

The College is home to an Associate Degree Nursing (ADN) Program, which follows a selective admission process to ensure students meet the necessary qualifications for its program (IIC.6.9). During the 2018 application cycle, ADN faculty implemented multicriteria selection as admission criteria. Prior to this, the program utilized random selection with applicants that reached a minimum cut score, 75 percent, of the Chancellor's Office Validated "Model Prerequisites for Enrollment in ADN Programs" formula (IIC.6.10). SJECCD Board Policy 4106, Nursing

Programs, aligns with the State of California Board of Registered Nursing, which requires faculty to determine admissions criteria for ADN Program and ensure compliance with CCCCO Guidelines for ADN Program admission based on the California Education Code, Title 5, and Health and Safety Code sections (IIC.6.11). The nursing faculty regularly review student achievement data in alignment with pre-established benchmarks in order to continuously improve program outcomes. These data include program learning outcome achievement, licensure pass rates, completion rates and program attrition rates, and are used to make program decisions regarding modifications to instruction or admission processes.

Analysis and Evaluation

The faculty review the attrition, completion and pass rates regularly, and with the improvements over the past five years, the program NCLEX pass rates continued to improve, but the attrition rates remained variable. NCLEX is the national licensure exam for nursing. The multi-criteria selection process includes a holistic scoring rubric, giving points for work and life experience thus increasing persistence rates and decreasing attrition rates. The first generic program cohort accepted with multi-criteria began in fall 2019, and the cohort completion rate was improved to 78 percent (31/40), and has improved to 96% for Fall 2020 and 97% in Spring 2021 (IIC.6.12). These students were also impacted by the pandemic, which may have led to higher attrition. The program faculty will continue to monitor on-time completion to assess the impact of the multicriteria selection process.

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

Evidence of Meeting the Standard

The College regularly evaluates instruments and practices with respect to admissions and placement. The First Stop Center is responsible for the facilitation of ESL Testing and the Vietnamese Orientation. All new students who finish the ESL assessment test are provided with an option to take the online orientation in Canvas or live orientation facilitated by a counselor followed by an abbreviated education plan. The online orientation in Canvas is only available in English audio and is closed-captioned. The majority of students that take the ESL test are most fluent in Vietnamese. Thus, we offer them the option of participating in a facilitated group orientation with a counselor fluent in Vietnamese immediately followed by an individual abbreviated education plan. The orientation is facilitated by a counselor to our ESL students, to ensure that students comprehend and retain the critical information conveyed in the orientation. The attendance data are detailed in Table 26 and Table 27.

	Summer 2019	**Fall 2019**	**Spring 2020**	**Summer 2020**	**Fall 2020**	**Spring 2021**	**Summer 2021**	**Fall 2021**	**Spring 2022**	**Fall 2022**
Number of In-Person Students	120	84	71	0	0	0	0	0	0	0
Number of Remote Students	0	0	24	99	62	83	116	125	115	115
Total	**120**	**84**	**71**	**99**	**62**	**83**	**116**	**125**	**115**	**115**

Table 26: Vietnamese Orientation, Summer 2019-Fall 2022

Modality	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Total
In-person	317	93	0	0	156	111	231	908
Online	0	50	183	122	61	0	0	416

Table 27: ESL Testing, Fall 2019-Fall 2022

The AB 705 Taskforce is responsible for evaluating placement instruments and practices to validate their effectiveness while minimizing biases. During the 2020-2021 academic year, the ESL faculty held a series of meetings, workshops, and a retreat to discuss current ESL assessment methods and research assessment options that are compliant with AB 705 and best suit the needs of our ESL student population and program. The ESL Department consulted with the Vice President of Academic Affairs, the Dean of Language Arts, the Dean of Student Success/Counseling, the Student Success Supervisor, the College Research Analyst, and the Student Equity Committee to develop a new assessment plan for ESL students (IIC.7.1). The goal of the ESL Guided Self-Placement tool is to maximize the likelihood that ESL pursuing a goal of transferring to a four-year institution or an associate degree will enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English within a three-year timeframe of declaring a transfer- or degree-seeking goal.

Students with degree or transfer goals who complete the ESL Guided Self-Placement tool will be directed toward the most appropriate level of credit ESL. Well-formulated expectations, requirements, and skills of the five different credit ESL levels at the College provide an ESL pathway for students that most closely aligns with their learning needs (IIC.7.2). This ensures that the students have the agency to determine their placement and achieve their goals. Students who select the lowest level of credit ESL placement can reach transfer-level English within two and a half semesters.

Analysis and Evaluation

The College strives to review processes and instruments that aid in admissions and placement. With the review of metrics and discussions across the campus community, the College looks to improve current tools and practices, with the goal of addressing the needs of all current and prospective students.

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

Evidence of Meeting the Standard

The College abides by the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99), a federal law that protects the privacy of student education records. The law applies to all schools that receive Title IV funds under the program of the U.S. Department of Education. The College follows protocols and publishes an annual FERPA notice, which is hosted on our website (IIC.8.1). The Annual FERPA notice outlines student privacy, including inspecting, reviewing, amending, and disclosure of student educational records. This includes maintenance, storing, and backing up confidential student information, records and academic transcripts.

FERPA requirements and directory information are clearly defined in the catalog and SJECCD Board Policy 5040, Student Records, Directory Information, and Privacy, which provides for the safeguarding and release of student records (IIC.8.2). SJECCD Administrative Procedure 5040, Student Records, Directory Information, and Privacy details the circumstances under which student records may be released (IIC.8.3). SJECCD Board Policy and Administrative Procedure 3310, Records Retention and Destruction, govern polices and protocols for record retention and destruction (IIC.8.4-5). Importantly, SJECCD Board Policy and Administrative Procedure 4231, Grade Changes, outline how grade records are securely maintained (IIC.8.6-7). These policies and procedures are published on the San Jose Evergreen Community College District website under the Board of Trustees section BoardDocs (IIC.8.8)

The College adheres to FERPA by utilizing the FERPA Authorization Form which provides a student the right to assign a designee access to educational and/or financial records. Admissions and Records staff are trained on maintaining student records and confidentiality (IIC.8.9). Records are housed and backed up in Square 9 (IIC.8.10), the campus cloud-based data management system, which is accessible to limited campus administrators, faculty, and staff vetted by the dean of Enrollment and Outreach.

Analysis and Evaluation

Student records are maintained permanently. securely and confidentially and stored with limited access to qualified personnel, based on operational and supervisory responsibilities. Policies on student records are published on the website and under Board Policies and overseen by Admissions and Records Administration, District Information Technology Services and Support (ITSS), Health and Wellness Administration, and assigned Division of Student Affairs Administration.

Conclusions on Standard II.C: Student Support Services

The College provides high-quality student support services that are regularly evaluated and improved upon to support students more equitably in completing their educational and life goals. Programs and services adhere to and support the College's mission to guide all students to pathways that reach their educational and career goals through equity centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported. Program Review, outcomes assessment, policies and procedures ensure the standards of the College and District are met, as do co-curricular and athletics oversight processes. The College prides itself on its dedication to the student voice and its innovative commitment to equity, high-impact student support services, mental health and basic needs services, as well as social justice and antiracism programs and activities.

Improvement Plan(s)

The College, in partnership with COMVEO, is in the process of updating the online orientation modules to be available in Vietnamese, Spanish and English. The orientation includes content rich visuals and videos; this revamped orientation launched in fall 2022. This critical enhancement will address equitable orientation offerings to meet the campus demographics and enhance onboarding of students.

Evidence List

- IIC.1.1 EVC Program Review website
- IIC.1.2 EVC SAO Assessment Worksheet
- IIC.1.3 EVC Financial Aid Chat Bot
- IIC.2.1 EVC Service Area Outcomes Guide
- IIC.2.2 EVC Preliminary Race Ethnicity Results from CCSSE
- IIC.2.3 EVC CCSSE 2021 Executive Summary Results
- IIC.2.4 EVC Focus Group Committee
- IIC.2.5 EVC Student Equity Committee Focus Group Project: Black/African American Students Focus Group, February 2022
- IIC.2.6 EVC #realcollege Survey 2018 School Reports
- IIC.2.7 EVC NACCC Spring 2021 Report
- IIC.3.1 EVC Counseling website
- IIC.3.2 EVC First Stop
- IIC.3.3 EVC New Student Orientation Guide with Comevo
- IIC.4.1 EVC Mission and Vision Webpage
- IIC.4.2 EVC Pride Club Pronoun Workshop
- IIC.4.3 EVC Service Learning Flyer, Stats, Instructor Prompt
- IIC.4.4 EVC Campus Events, various
- IIC.4.5 EVC Civic Engagement Club Flyers (various)
- IIC.4.6 EVC ASG Website, Bylaws, LP, Goals
- IIC.4.7EVC Club Chartering Packet
- IIC.4.8 SJECCD Administrative Procedure 6300, Fiscal Management
- IIC.4.9 EVC Athletics Men's and Women's Soccer Websites
- IIC.4.10. EVC Athletics Dept Budget Report
- IIC.4.11 EVC Athletics Dept Contracts
- IIC.4.12. EVC SSHAPE Division website
- IIC.4.13 CCCAA Constitution and Bylaws
- IIC.4.14 EVC Coaches meeting presentation on CCCAA bylaws
- IIC.4.15 EVC Men's Soccer Counseling Support, various
- IIC.4.16 EVC Men's Soccer Academic Progress Report
- IIC.4.17 EVC Women's Soccer Study Hours Log Book
- IIC.5.1 EVC Counseling Forms website
- IIC.5.2 EVC Counselor Matters Training Agenda
- IIC.5.3 SJECCD AFT6157 Bargaining One Page Summary
- IIC.5.4 EVC New Student Orientation webpage
- IIC.5.5 EVC Early Alert
- IIC.5.6 EVC Student Intervention, EOPS example and data
- IIC.5.7 EVC Online Counseling Appointment Form
- IIC.6.1 SJECCD Board Policy 5010, Admissions, Special Admissions and Enrollment
- IIC.6.2 SJECCD Administrative Procedure 5010, Admissions
- IIC.6.3 SJECCD Administrative Procedure 5011, Admission & Concurrent Enrollment of High School/Other Young Students
- IIC.6.4 SJECCD Administrative Procedure 5012, International Students
- IIC.6.5 SJECCD Administrative Procedure 5013, Students in the Military
- IIC.6.6 SJECCD Administrative Procedure 5015, Residence Determination
- IIC.6.7 SJECCD Administrative Procedure 5017, Responding to Inquiries of Immigration Status, Citizenship Status and National Origin Information
- IIC.6.8 California Senate Bill 554 (Roth, 2019)
- IIC.6.9 EVC Nursing Program Requirements
- IIC.6.10 CCCCO's Validated "Model Prerequisites for Enrollment in ADN Programs" formula
- IIC.6.11 SJECCD Board Policy 4106, Nursing Program
- IIC.6.12 EVC Accreditation Commission for Education in Nursing Plan of Evaluation and Self Report, Program Data
- IIC.7.1 CCCCO AB 705 Adoption Plan
- IIC.7.2 EVC ESL Self-Placement Plan
- IIC.8.1 EVC Annual FERPA Notice to Students

- IIC.8.2 SJECCD Board Policy 5040, Student Records, Directory Information, and Privacy
- IIC.8.3 SJECCD Administrative Procedure 5040, Student Records, Directory Information, and Privacy
- IIC.8.4 SJECCD Board Policy 3310, Records Retention and Destruction
- IIC.8.5 SJECCD Administrative Procedure 3310, Records Retention and Destruction
- IIC.8.6 SJECCD Board Policy 4231, Grade Changes
- IIC.8.7 SJECCD Administrative Procedure 4231, Grade Changes
- IIC.8.8 SJECCD BoardDocs website
- IIC.8.9 EVC Admissions and Records FERPA Training
- IIC.8.10 EVC Admissions and Records Uploading into Square 9

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

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The District has established policies in recruiting and hiring to ensure that all personnel hired are well-qualified by appropriate education, training, and experience to meet the College's mission and student needs. They adhere to all regulatory external and internal agencies, and policies and procedures, and are stated clearly in job descriptions. These policies are outlined in SJECCD Board Policy 7120, Recruitment and Hiring and posted on the District's website (IIIA.1.1-2).

Hiring Guidelines

The College maintains the integrity and quality of its programs and services by following established policies and procedures consistent with California Code of Regulations, Title 5, Section 53000 (IIIA.1.3). Guidelines for selection of all employee groups (full and part-time faculty, classified professionals, and administrators) are clearly delineated in the District's Board Policies and online Screening Committee Training from Employment Services. (IIIA.1.4). The online Screening Committee Training covers the District's mission, vision and values, Equal Opportunity Laws, Board Policies; Educational Benefits of Diversity, and the Hiring Process specifically committee goals and confidentially. In addition, HR ensures hiring procedures follow the SJECCD Equal Employment Opportunity and Diversity Plan (EEODP) (IIIA.1.5).

The EEODP reflects the District's commitment to equal employment opportunity and diversity. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunities and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence. Furthermore, it is the obligation of the District to promote cultural, racial, and human understanding within the community it serves as well as within its sphere of influence. Through an educational experience in an inclusive environment, the students will be better prepared to work and live in an increasingly global society. The EEODP is available on the District's website (IIIA.1.6).

Job Descriptions/Announcements

College administrators work with faculty and staff to analyze program needs in serving its student

population. Staffing needs are based on the College's program reviews and in the context of strategic planning. In fall 2020, the faculty prioritization process was revised to establish the Faculty Prioritization Committee (IIIA.1.7). The Committee consists of the Vice President of Academic Affairs and the Academic Senate President as co-chairs, one faculty representative from each division, Vice President of Student Affairs and three division deans. The evidence from the program review's rubric and timeline was created to guide the committee in the process. The committee's charge is to review and rate the submission of written proposals and their five-minute presentations, discuss and prioritize each proposed position for submission to the College Council for review and approval; and evaluate and assess the effectiveness of the committee's adopted process and goals and recommend areas for improvement (IIIA.1.8).

In addition, the Classified hiring process was revised to establish the Classified Prioritization Committee in fall 2021 (IIIA.1.9). The Committee consists of the Vice President of Student Affairs and the Classified Senate President as co-chairs, seven Classified Professionals and three College Administrators. The evidence from the program review's rubric and timeline was created to guide the committee in the process. The committee's charge is to review and rate the submission of new and augmented classified professional positions to be hired out of general funds based on requests submitted annually in the spring through program review and resource allocation requests, discuss and prioritize each proposed position for submission to the College Council for review and approval, evaluate and assess the effectiveness of the committee's adopted process and goals and recommend areas for improvement.

Once a staffing need is approved by the College Council and College President, the District's Human Resources Office (HR)works with the hiring administrator to develop job announcements under the hiring guidelines. New and revised job postings must be approved by the Board of Trustees before a public job announcement is made. Specific duties and responsibilities, as well as education and experience, are clearly outlined in all job announcements and posted on the District's website under Employment Opportunities (IIIA.1.9).

The District refers to the standards published by the California Community Colleges Chancellor's Office to establish minimum qualifications for faculty and certain administrator positions (IIIA.1.10). The District HR Employment Services staff screens applications based on the minimum education and experience requirements listed in the job announcement. After minimum qualification screening, HR Employment Services releases the hiring packages to the screening committee for further screening based on the duties and requirements listed in the job announcement. All screening committee members are required to receive diversity procedure training by the HR Office within two years prior to serving on a screening committee (IIIA.1.11). Starting in March 2021, an Equal Employment Opportunity (EEO) Representative attends all screening committee's first meeting for up to 20 minutes to highlight some of the key principles that committee members must adhere to throughout the screening process (IIIA.1.12). These principles include Equal Employment Opportunity, Integrity, Bias Awareness, Conflict of Interest, Confidentiality, and Non-discrimination laws and policies. Also, the EEO representative serves as a resource for the screening committees throughout the screening process.

To ensure that the College attracts a broad pool of qualified and diverse applicants, HR Employment Services staff advertise classified professionals, faculty and administrative vacant positions on its HR webpage, the California Community Colleges Registry, a variety of websites, publications and other media (IIIA.1.13-14).

Analysis and Evaluation

The College ensures the integrity and quality of its programs and services by employing qualified personnel who successfully fulfill and meet or exceed the outlined goals and mission of the College by adhering to a thoughtful and thorough selection process. The College follows policies and procedures to ensure the hiring practice is consistent. The College's focus on diversity, equity and inclusivity in hiring is clear in its hiring trainings, applications, and job posting practices.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The College employs faculty to meet the instructional, counseling and learning resource needs of its students. The District's Human Resources Office (HR) works with administrators to develop job announcements, including minimum qualifications and desirable characteristics to align them with program and service needs. The current edition of the Minimum Qualifications for Faculty and Administrators in California Community Colleges (IIIA.2.1), and as required by applicable outside accrediting agencies, such as the California Board of Registered Nursing or the District Hiring Procedures (IIIA.2.2), are used to ensure qualifications of academic applicants. Faculty can also request and provide proof of equivalency. The College ensures that faculty are experts in their subject areas, skilled teachers, serve the needs of a diverse student population, will foster overall college effectiveness, and represent its diversity.

The College also ensures faculty have requisite skills to teach in distance learning modalities by attending appropriate training to receive certification (IIIA.2.3). Job descriptions and announcements clearly list the minimum qualifications, position summary, education and experience; essential duties and responsibilities; desired qualifications, and the potential to contribute to the mission of the College.

In addition to degrees and experience, a minimum qualification for all positions is that applicants demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, gender identity, sexual orientation, cultural, disability, and ethnic background of groups historically underrepresented, and groups who may have experienced discrimination (IIIA.2.4). Applicants are required to submit unofficial transcripts to determine if the minimum education requirements are met. Minimum qualifications are verified by the candidate's college coursework or through the successful completion of the College's equivalency process. Foreign degrees must be verified by a certified verification and equivalency agency. The minimum qualifications for each type of faculty position are stringently followed by the HR Employment Services staff and the hiring committees in the screening process.

Following job announcements, hiring administrators establish screening committees to review applications released by the HR Employment Services staff (IIIA.2.5). Only applications meeting the minimum qualifications are released to the screening committee. During the screening process, the committee reviews applicants' qualifications in light of the job announcement.

In addition to interview questions, faculty candidates are often asked to teach a sample lesson. The committee evaluates the candidate's knowledge of the subject matter, experience, presentation ability, organization of content, and commitment to diversity. An evaluation form is used to judge effective teaching, scholarly activities, and the potential to contribute to the mission of the institution (IIIA.2.2). Additionally, interviews with the finalists ensure that each candidate meets these qualifications before a final list of candidates is sent to the President for her decision.

Analysis and Evaluation

Through well-publicized hiring policies, procedures, and job descriptions clearly communicating minimum qualifications, diverse and highly qualified faculty are hired who serve the needs of a diverse student population. They also ensure faculty develop and review curriculum, assess learning outcomes and support quality programs and services aligned with the College's mission.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The College's administrators and other employees responsible for the educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. The District Human Resources Employment Services (HR) refers to its vision, mission and values when composing job descriptions. HR administers consistent hiring procedures with all job postings requiring evidence of meeting the minimum qualifications, additional job-related desirable qualifications, and job requirements. The current edition of the CCCCO's Minimum Qualifications for Faculty and Administrators in California Community Colleges, and the SJECCD Hiring Procedures are used to ensure qualifications of administrator applicants (IIIA.3.1-2).

These job descriptions list the qualifications necessary to meet the requirements of the job (IIIA.3.3). Prior to any recruitment, the job announcement is reviewed by the hiring administrator and the Human Resources Employment Services (HR) staff to ensure the current and emerging needs of the position are accurately reflected in the job announcement.

The Screening Committee is made up of employees from all constituency groups to ensure adequate representation and committee diversity. On some occasions, the committee may lack representation from some constituency groups due to no volunteers. In such cases, the hiring administrator reaches out to the constituency groups twice with e-mail documentation. If no one emerges following the communications, the efforts to organize the Screening Committee move forward as outlined in the respective contracts. The Screening Committee is responsible for reviewing and evaluating applications and required documents related to the specific job description, knowledge, skills, and abilities to determine candidates to interview. The Screening Committee works with HR to develop a set of scored job-specific interview questions and skills assessments or presentations that will be used to determine a selection of finalists. Upon selection of a finalist, thorough reference checks are conducted prior to the extension of a job offer to ensure applicants possess the necessary qualifications. The selection, appointment, assignment, and retention of all employees are the responsibilities of management, subject to the final approval of the Board (IIIA.3.4).

Job announcements list the minimum and desired qualifications for the specific position in recruitment (IIIA.3.3). In addition, all job announcements require that applicants demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, gender identity, sexual orientation, cultural, disability, and ethnic background of groups historically underrepresented, and groups who may have experienced discrimination. Applicants are required to submit their resume, cover letter and unofficial transcripts as well as additional documents as identified with their online application. Minimum qualifications are verified by the candidate's college coursework or through the successful completion of the College's equivalency process. Applicants with degrees from institutions outside of the United States must obtain and submit an official foreign transcript evaluation completed through an approved U.S. foreign transcript evaluation agency to ensure equivalency.

Human Resources staff performs initial screening of all applicants to determine which candidates meet the minimum qualifications and forward those applicants to the appropriate Screening Committee (IIIA.3.5). The hiring administrator attends the first meeting of the Screening Committee to discuss the attributes and qualifications of the ideal candidate for the position. The screening committee, with representation from faculty, administration, and classified professionals as well as students when available, determine qualified candidates. The hiring administrator then makes the final decision on the successful candidate for positions outside of faculty.

Administrators and all other personnel who are responsible for the educational programs and services that the College provides to students are thoroughly screened for minimum qualifications by the Human Resources department, the screening committee, and the hiring manager (IIIA.3.6). Many of them exceed minimum qualifications for advanced degrees and experience.

The Human Resources Office oversees the hiring processes for all District personnel to ensure fair and equitable application of established and published hiring procedures in accordance with the requirements of Title 5 California Code of Regulations, the California Education Code, and other laws, regulations and practices; this is addressed in SJECCD Board Policy 7110, Delegation of Authority, Human Resources (IIIA.3.7). In addition, the Equal Employment Opportunity (EEO) Officer reviews the job announcements to ensure compliance with ADA and conformity with the District's Equal Employment Opportunity and Diversity Plan. The EEO representative also serves as a resource for the screening committees throughout the screening process.

Analysis and Evaluation

As detailed in job descriptions, administrators and other employees responsible for the educational programs and services delivered to students possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Strict adherence to minimum qualifications, along with the structured screening, interviewing, and hiring practices of the College, ensure that fully qualified candidates will support the mission of the College are selected for employment.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

All degrees required for employment at the College must be from an institution accredited by an agency recognized in the United States or meet equivalency standards. Applicants with degrees from institutions outside of the United States must obtain and submit an official foreign transcript evaluation completed through an approved U.S. foreign transcript evaluation agency to ensure equivalency (IIIA.4.1). While the College relies on the professional evaluation service for the review of foreign degrees, the College retains the ultimate and final authority to grant equivalency. The Office of Human Resources ensures that all required degrees are from accredited institutions and that those from non-U.S. institutions have been granted equivalency from a professionally recognized evaluation service.

The District follows California Community Colleges standards to establish minimum qualifications for faculty, administrators and classified professionals (IIIA.4.2). Each applicant is required to submit unofficial transcripts when applying to a position, along with other application forms, cover letter, references, etc. The official transcripts are submitted once the applicant has been hired.

For faculty positions, a process has been established for applicants who do not directly meet minimum qualifications to determine equivalence, based on degree equivalence, academic background equivalence, or professional equivalence. The same process is followed for applicants holding degrees from non-U.S. institutions. The Equivalency Policy is posted on the District HR webpage (IIIA.4.3).

The faculty equivalency process includes review by an equivalency committee made up of discipline experts from the department, the Academic Senate President or their designee, and the department dean (IIIA.4.4). The job applicant is responsible for submitting the required forms and supporting documents to assert an equivalency (IIIA.4.5). The equivalency process includes a review of transcripts and course descriptions (IIIA.4.6).

Analysis and Evaluation

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees obtained outside the United States must obtain and submit an official foreign transcript evaluation completed through an approved U.S. foreign transcript evaluation agency to ensure equivalency. An equivalency process was established for the hiring of faculty, and each applicant is instructed to complete the equivalency process if their degree is not in the assigned field.

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

Evidence of Meeting the Standard

The College has in place necessary and appropriate employee performance evaluation policies and processes for all staff. All staff are regularly evaluated on criteria specified in negotiated collective bargaining agreements or administrative contracts (IIIA.5.1-5). Employee performance evaluations support College values and goals by:

- building communication links between administrators, faculty, and staff;
- identifying education and training needs;
- aligning work efforts with college objectives; and,
- defining areas of strengths and needs.

The performance evaluation process helps to inform employees and provide them with opportunities to adjust and improve.

All personnel are evaluated systematically and at stated intervals. Evaluation procedures for classified professionals, faculty, and administrators are available on the District HR webpage (IIIA.5.6). These processes are covered in board policies and procedures and in contracts negotiated with the respective collective bargaining units: American Federation of Teachers (AFT) 6157 and Classified School Employees Association (CSEA) Chapter 363.

The College emphasizes the importance of conducting all evaluations in a timely manner where procedure, schedule, and timelines are reviewed and discussed in the Administrative Council meeting, annual Deans' Academy and weekly Dean's meeting, as well as District Manager and Supervisor trainings.

Classified Professional Evaluation

Classified Professionals' evaluations are conducted annually by their immediate supervisor on their original hire dates. The College receives a list of names and original hire dates of the classified professional from the District HR Office on a regular basis and conducts evaluations in a timely manner. Newly hired classified professionals serve a one-year probationary period and are evaluated three times during the first year of employment, after their 3rd, 6th, and 11th months of employment. Classified professionals who have been promoted to a higher classification shall serve a six-month probationary period and are evaluated at the end of the 3rd and 5th months of employment. After the probationary period, all employees are evaluated annually on their anniversary date. The intent of the evaluation process is to provide timely feedback and professional development (IIIA.5.7).

If a classified professional performance does not meet standards at any point in the evaluation cycle their immediate supervisor may establish a performance improvement plan (IIIA.5.7). A performance improvement plan will identify specific areas for the classified professional to improve, the manner in which the improvement will be measured, resources and support available to the classified professional to improve, a schedule for the classified professional and supervisor

to meet to assess the classified professional progress, and a fixed time frame by which the performance improvement plan will end.

Faculty Evaluation

Tenure-track Faculty Evaluation

In accordance with AFT collective bargaining agreement, a four-year tenure-review evaluation process is utilized for tenure-track faculty (IIIA.5.8). The purpose of the tenure-review is to give faculty members an opportunity to demonstrate that they meet the performance criteria established. During the four-year tenure-review period, new full-time faculty is evaluated by a three-member Tenure Review Committee (TRC) whose membership includes the division dean and two tenured faculty members. Tenure-track faculty is also assigned to a faculty mentor in the same discipline if available. During the tenure-track faculty member's first, third, fifth, and seventh semesters, student evaluations are completed for each of the faculty member's course sections. The TRC evaluation and student evaluation form contain a set of criteria used to evaluate the faculty member's performance, as well as a written narrative to describe areas of performance and areas for improvement (IIIA.5.9-10). Tenure-track faculty members undergo rigorous evaluation, the portfolio of which includes:

- Job Description
- Growth and development plan
- Faculty observation
- Administrator's evaluation of faculty
- Student evaluation summary
- Self-evaluation including Student Learning Outcome involvement
- Sample of course syllabi
- Contents page for tenure-track contract faculty evaluation
- Summary evaluation report
- Optional written response to the Summary Evaluation Report
- Improvement plan, if applicable

Recommendations and commendations, made by the TRC and signed by the tenure-track faculty member, are sent to the President or their designee each year tenure-review is completed and the original report is placed in the tenure-track faculty member's personnel file (IIIA.5.8). The President or their designee reviews and comments on each document, then signs and forwards them to the District HR office. The HR office places the recommendation of 'granting tenure' or 'moving on to next tenure-year' on the board agenda for Board of Trustees approval (IIIA.5.8).

The President notifies the Associate Vice Chancellor of Human Resources when the tenure-track faculty is placed on either "Needs Improvement" or "Does Not Meet the Requirements of Assignment" status. The Vice Chancellor of Human Resources then notifies the appropriate AFT 6157 Grievance Officer who may serve as an observer. The division dean in consultation with the TRC develops a written Improvement Plan for the faculty member who was placed on either "Needs Improvement" or "Does Not Meet the Requirements of Assignment" with clearly identified timeline for completion with recommendations for corrective actions (IIIA.5.8). The tenure-track faculty can remain in this status no more than four semesters.

Tenured Faculty Evaluation

Full-time tenured faculty (both instructional and non-instructional) evaluation occurs once every three years (IIIA.5.11). The process is intended to be proactive and to ensure that tenured faculty members are fairly and objectively evaluated by established criteria. The evaluation process includes administrative, peer, and student evaluations. The Evaluation Committee consists of the immediate administrator or designee who has professional competency in the field or discipline of the faculty member, and one currently tenured full-time faculty member (peer evaluator) who has competency in the field and must be approved by the Academic Senate. Criteria for evaluation contain three major components: professional criteria, collegial criteria, and organizational criteria. These criteria are evaluated through faculty's growth and development plan, classroom observations, and student surveys. The complete evaluation portfolio contains the following:

- Growth and Development Plan
- Observation Forms
- Student Evaluation Summary
- Self-Evaluation including SLO involvement
- Summary for Evaluation Report for Tenured Faculty
- Contents Page for Tenured Faculty Evaluation
- Optional written response to the Summary Evaluation Report
- Improvement Plan, if applicable

The faculty member and the Evaluation Committee have opportunities to hold pre-evaluation, progress review, and post evaluation conferences to discuss, review and summarize the overall evaluation outcomes. A summary evaluation report is produced by the Evaluation Committee at the conclusion of the process. If the Evaluation Committee review concludes that the faculty member needs improvement, the faculty member and the Evaluation Committee develop an "Improvement Plan" for improving performance with a time frame for ongoing evaluations of the area identified as not meeting the requirements of the assignment (IIIA.5.11). At the conclusion of the time frame given to the faculty for Improvement Plan, the faculty member may be allowed to continue on specific areas of concern identified by the Evaluation Committee. If the faculty member's performance demonstrates that insufficient progress has been made, the Evaluation Committee reports to the College President so that appropriate disciplinary action will be taken.

Adjunct Faculty Evaluation

Adjunct faculty evaluation occurs in the first semester of service, and at least once every six semesters thereafter (IIIA.5.12). The Evaluation Committee consists of the administrator or their designee and a peer faculty member in the discipline. For the purpose of evaluation, adjunct faculty are divided into three distinct groups: those who have achieved Seniority Rehire Preference (SRP); those involved in the process to achieve SRP; and those with less than 33 percent of a full course load, which is the minimum to be considered for SRP.

Adjunct faculty assigned a load of 33 percent or more being considered for SRP are evaluated in three consecutive semesters. Each evaluation includes at least one observation by a peer, and the supervising administrator may conduct and include an additional observation. Student evaluations are conducted in one class in each of the three semesters.

Once SRP is obtained the adjunct faculty member is evaluated every six semesters. This evaluation includes at least one observation in the sixth semester by a peer. The supervising

administrator may conduct an additional observation, and student evaluations for each of the six preceding semesters are considered. SRP status may be withdrawn if an appraisal of the adjunct faculty member's performance is 'Unsatisfactory', if they receive disciplinary action, or if an investigation of student complaints or surveys substantiates performance issues. An improvement plan may be discussed with adjunct faculty members who receive a 'Needs Improvement' or 'Unsatisfactory' evaluation.

Adjunct faculty assigned less than 33 percent load without SRP are evaluated in the first semester of employment by a peer observation and every sixth semester thereafter. Student evaluations are administered in at least one class, and the Classroom Observation Form and Summary Evaluation Form is completed for each adjunct being evaluated. The faculty member is rated either Distinguished, Proficient, Needs Improvement, or Does Not Meet Requirements.

All forms are sent to the President for signatures, and kept in the HR office. HR staff regularly sends out email reminders to inform division deans of faculty evaluation due date, and keep track of when the forms are completed and returned. Such information is recorded in the District Ellucian system. Original documents are kept in faculty personnel files. Faculty members also receive a copy of all documents, as does the administrator.

Administrator Evaluation

Management and supervisory personnel are evaluated and are completed in a timely manner, in accordance with Education Code 87663 and SJECCD Administrative Procedure 7150, Evaluation (IIIA.5.13-14). The Manager, Supervisor, and Confidential Council (MSCC) updated its employee handbook on June 12, 2018 to clearly outline the procedure for administrator performance evaluation (IIIA.5.15). These new procedures were first implemented July 1, 2017. Job descriptions have been streamlined to reflect actual job duties and responsibilities. With these clearly aligned job descriptions and newly developed evaluation procedures, the administrator evaluation is designed to evaluate an administrator's ability to provide positive role models for all students, and to create an inclusive and supportive educational and work environment for employees, students and the local community.

Administrators are evaluated annually based on the following criteria (IIIA.5.16):

- their professionalism and job-related knowledge;
- application of appropriate management/supervisory techniques in carrying out their responsibilities;
- district/college-wide leadership;
- effective interpersonal and communication skills;
- success in progress toward achieving stated student learning outcomes, and effectiveness in producing those learning outcomes;
- the accomplishment of objectives from the previous evaluation; and,
- the ability to do the above in a culturally proficient manner.

Administrators' evaluations include goals and objectives, mid-year review, annual performance evaluation and a peer and staff feedback survey. Annual evaluations occur each year, while staff and peer feedback and mid-term evaluations occur every third year (and additionally in year two). In July each year, the administrator meets with their supervisor to establish goals and objectives, agree upon major job functions and responsibilities, and, if appropriate, form a professional development plan for the next academic year. The annual performance evaluation begins in year

two; its primary components are goal and objective setting, peer and staff feedback, assessment of performance, formal feedback, and self-assessment.

Every third year (and additionally in year two), a staff and peer feedback survey and mid-term evaluation occur. The peer and staff feedback consists of input from a representative group of responders who are familiar with the work of the administrator, including supervisors, faculty, and classified professionals, as well as students when relevant. The administrator and their supervisor meet to conduct a mid-term evaluation to review progress toward goals and objectives and assess performance; adjustments may be made, as needed. These assessments are incorporated into the annual evaluation for the year.

Analysis and Evaluation

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals based on the employee's employment status as outline in union contracts and employment agreements. The College uses the results of these evaluations to ensure an administrative structure and faculty and classified professional staffing level that focuses on program needs and reflects the institution's mission and goals. Actions taken following evaluations are documented on the appropriate evaluation forms and filed in personnel files.

~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The District is committed to maintaining a sufficient number of qualified faculty members in order to provide quality programs and services to achieve institutional mission and purposes that are student-centered and focused on student success.

A recently developed process for requesting new faculty was established in fall 2020 when the faculty prioritization committee was created (IIIA.7.1). The Committee consists of the Vice President of Academic Affairs and the Academic Senate President as co-chairs, one faculty representative from each division, Vice President of Student Affairs and three division deans. The evidence from program review's rubric and timeline was created to guide the committee in the process. The committee's charge is to review and rate the submission of written proposals and brief five-minute presentations, discuss and prioritize each proposed position for submission to the College Council for review and approval; and evaluate and assess the effectiveness of the committee's adopted process and goals and recommend areas for improvement.

The Chancellor's Office requires a report from the Colleges each November listing the FTEs for both full-time and adjunct faculty as well as the Faculty Obligation Number (FON) for the

College. Staffing levels of all types of personnel are reviewed by the College Budget committee, a shared-governance committee that recommends staffing funds to the President. The President consults with the District Financial officers to determine the amount of funding available for new faculty and decides upon the division of these funds for each College. Faculty numbers are reflected in Table 28.

Employee	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Academic, Tenured/Tenure Track	104	95	98	94	102
Academic, Temporary	219	254	265	230	237

Table 28: Faculty Numbers, Fall 2017-Fall 2021

The District maintains compliance with the '50 percent rule' of the California Education Code Section 84362 (IIIA.7.2), which requires that at least 50 percent of the District's unrestricted funds be spent directly on salaries of classroom instructors.

The College employs part-time faculty in order to increase flexibility in course scheduling and to respond quickly to workforce trends in business and industry. The part-time faculty are committed to the mission of the College and care about the students the College serves. They not only devote time to their assigned classes, but join in the life of the College outside of their position's requirements in a variety of ways, such as serving on the Academic Senate, the Institutional Effective Committee, and the Distance Education Committee (IIIA.7.3). The College considers adjunct faculty to be an integral part of the institution that adds skills and diversity to the quality of education the College provides its students.

Analysis and Evaluation

There is a sufficient number of full and part-time faculty to ensure the delivery of quality educational programs and services that meet its mission. The College refers to its program reviews and regularly conducted staffing analyses to address needs as legislation mandates and resources allow. The faculty prioritization committee is effective in assisting in the assessments, determining and making recommendations to the College Council for hiring of faculty.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Adjunct faculty are an integral part of the College, and as such, the District has a variety of written policies and procedures that provide for the orientation, oversight, evaluation and professional development of its part time faculty. The College provides opportunities for integration of adjunct faculty into the life of the institution by inviting and encouraging them to participate in committees, student organizations, learning teams and other campus programs.

Adjunct Faculty Orientation

Employment policies and procedures for Adjunct faculty are outlined in Article 9 of the SJECCD-AFT 6157 Collective Bargaining Agreement (IIIA.8.1). Orientation is addressed in Article 5.13.2 and states that new adjunct faculty shall be paid two hours for attending College adjunct orientation (IIIA.8.2). Every semester the Office of the Vice President and Instructional Deans welcome new adjuncts and provides basic information along with networking opportunities to all new hires from every discipline. At these orientations, administrators and coordinators provide the new faculty members with information about college enrollment processes, student services, syllabus and SLO requirements, professional development opportunities and processes, faculty support services, and union representation (IIIA.8.3).

Oversight And Evaluation

Oversight of adjunct faculty is provided by the dean of the department (IIIA.8.4). Some departments provide either formal or informal full-time faculty mentoring for adjunct faculty. Full-time and adjunct faculty members coordinate the dialogue about and assessment of Student Learning Outcomes.

The District has policies which provide for regular, timely evaluation of adjunct faculty; this is covered in more detail in Standard III.A.5 on page 134. The main goal of the evaluation process is to communicate with the faculty member about their performance, to document and measure performance, and to set professional goals. Components of the adjunct faculty evaluation include the administrator's evaluation, peer evaluation, actual classroom observation, and collection of the student evaluations. Adjunct faculty are divided into three distinct groups for the purpose of defining the process of evaluation: those who have achieved seniority rehire preference; those involved in the process to achieve seniority rehire preference; and those working less than 33 percent of a full course load, which is the minimum load to be considered for seniority rehire preference. The Evaluation of Adjunct Faculty is found in Article 19 of the AFT Collective Bargaining Agreement (IIIA.8.5).

Professional Development

The high value the college places on professional growth is reflected in its regular and robust opportunities for professional development afforded to all segments of College personnel. Professional Development opportunities for all adjunct faculty are coordinated by committees reporting to the Academic Senate, such as the Professional Development Committee, Distance Education Committee (DEC), Student Learning Outcome Assessment Committee (SLOAC) and the All-College Curriculum Committee (ACCC) (IIIA.8.6-7). In addition, adjunct faculty are invited to District HR sponsored trainings (IIIA.8.8-9). There are three formal mandatory Professional Development Days per school year. Adjunct faculty are eligible to receive six hours of pay by participating in designated activities at each mandatory Professional Development Day (IIIA.8.5). There are also Professional Development Days that are not mandatory, but to which adjunct faculty are invited. They are paid for up to four hours for each non-mandatory Professional Development Day in which they participate.

In addition, the District encourages part-time faculty to enhance professional growth by rewarding payments for specific activities related to the faculty member's expertise (IIIA.8.10). A Professional Recognition Committee (PRC) comprised of six faculty members and three administrators is charged with reviewing applications for professional recognition salary

increases. Adjunct faculty members who are placed in classes IV, V and VI at step 6 or above on the current salary schedule and who have completed three years of satisfactory service in the District may qualify for a salary adjustment in the following academic year based on additional educational training and/or experience. The Professional Recognition policy is referenced in Article 10 of the AFT contract, and these policies along with PRC application forms are available on the PRC website.

Adjunct faculty are encouraged to engage in a variety of professional development activities both on campus and off (IIIA.8.11). Adjuncts are offered the opportunity to apply for professional development funds to defray the cost of conferences and other professional development activities. Professional development is offered at many levels within the District. Both campuses provide college-wide events that promote diversity and educate management, faculty and staff through guest speakers, brown bag lunch presentations and cultural events throughout the year. Adjunct faculty are invited to all these events.

Engagement

There are many opportunities for adjunct faculty to integrate into the life of the institution. Some adjuncts are involved in committee work and other college activities. Adjunct faculty serve on the Academic Senate, Institutional Effectiveness Committee, Distance Education Committee, Hiring Committees, and the Professional Development Committee (IIIA.8.12-13). Adjuncts are also working on matriculation projects, student success initiatives, and more. In addition, some program coordinators, such as Distant Education Coordinator and Institutional Effectiveness Committee Chair are adjunct faculty. Many of the courses the College offers are taught only by adjunct faculty, and that faculty is responsible for updating the curriculum for the courses. Adjunct faculty are also invited to attend all Division Meetings on a voluntary basis.

Analysis and Evaluation

The College values its adjunct faculty and recognizes that they serve as the pipeline for tenure track positions. There are policies and practices in place for adjunct faculty to pursue the opportunity for growth and the opportunity to integrate into the institution through a thorough oversight, evaluation and professional development process. The District HR, College and Academic Senate work together to ensure that adjunct faculty are provided with the best educational and development opportunities to advance themselves as well as serve the students.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College employs qualified classified professional staff in sufficient numbers to support the institution's mission and purposes. The College uses an integrated planning process of Program Review and the newly developed Classified Prioritization Committee to ensure instructional, student and administrative areas are operating effectively. Program Review provides systematic, data driven information that allows the College to examine the overall effectiveness of the institution and ensure appropriate resources are being allocated for the College to meet its mission (IIIA.9.1). Table 29 displays the number of permanent classified professionals at the College over the past five years.

Employee	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Classified	141	141	145	113	153

Table 29: EVC Classified Professional Staffing, Fall 2017-Fall 2021

Qualifications

The District HR Employment Services staff screens applications based on the minimum qualifications as listed in the job announcements (IIIA.9.2). After minimum qualification screening, HR Employment Services releases the hiring packages to the screening committee for further screening based on the duties and requirements listed in the job announcements. All screening committee members participate in diversity procedure training by the HR Office prior to their committee work. For more information on this, please see Standard III.A.1 on page 126126.

The College employs nearly 155 full-time classified staff with the appropriate qualifications to support the operations of the institution. Temporary hourly staff are also hired to assist with the operations of the institution.

Analysis and Evaluation

Through program review and the Classified Prioritization Committee, the College has an ongoing process for ensuring the critical positions are filled and that there is a sufficient number of qualified classified professional staff employed by the institution to support the effective educational, technological, physical and administrative operations of the institution.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College maintains a sufficient number of administrators with appropriate qualifications to provide leadership that supports the College's mission. It engages in a variety of assessment and planning processes to ensure all human resources needs of the institution are met. Strategic planning, program review, environmental scan, and budget review are all part of the process.

Administrator positions are regularly reviewed in relation to the needs of the College. When vacancies occur, the Chancellor, College President, and Vice Presidents meet to assess the needs of the department affected, prior to moving forward with recruitment. Job descriptions and desired qualifications are reviewed and updated as needed.

The effectiveness of administrative leadership is assessed through program review, results of Student Learning Outcomes, and achievement of individual goals. Administrators' performance is evaluated on a regular cycle, with measurements that are tied to specific performance factors (IIIA.10.1). For more discussion of this, please see Standard III.A.5 on page 132132.

The College is currently staffed with a president, a vice-president of administrative services, a vice-president of academic affairs, and a vice-president of student affairs. These administrators are supported by eight deans, seven directors, eight supervisors and division administrative assistants as well as other staff. The full organizational charts are on Section D on page 46.

Analysis and Evaluation

The College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The District has a variety of written personnel policies and procedures available for information and review. All Board Policies and Administrative Procedures of the San José-Evergreen Community College District are posted on BoardDocs for public access (IIIA.11.1). Most of the College's personnel policies and procedures are found in Chapter 7: Human Resources on BoardDocs. To ensure Board policies and regulations are stay in compliance with new or revised California and Federal laws, they are periodically updated to clarify or change procedures. The District also adheres to collective bargaining agreements with AFT 6157 and CSEA Chapter 363 (IIIA.11.2-3). In addition, the District implements agreements made with MSC, that represents Managers, Supervisors, and Confidential Employees. All constituencies, including AFT 6157, CSEA Chapter 363, the Academic Senate, and MSC, participate in shaping personnel policies and procedures through the District shared governance District Council (IIIA.11.4).

College Adherence

The College adheres to written personnel policies and procedures that have been developed by the District's HR office to ensure fairness in all employment procedures. The District's HR office works closely with its Executive Team, constituency groups, and legal counsel to ensure policies and procedures are fair and administered consistently and equitably. General principles include district compliance with federal, state and local laws, and district commitment to equal opportunity, fairness, and inclusion, family medical leave, hiring, equivalency, and other policies governing hiring and working conditions. The core of the District's commitment to fair and equitable administration of policies and procedures is defined in SJECCD Board Policy 3410, Nondiscrimination, which addresses non-discrimination and zero tolerance for any type of harassment (IIIA.11.5). The District has established procedures for handling and investigating any complaints of discrimination in the employment process, per SJECCD Administrative Procedures 3420, Equal Employment Opportunity, 3435, Discrimination & Harassment Complaint Procedure, and 7120, Recruitment & Hiring (IIIA.11.6-8); this information can also be found on the District website (IIIA.11.9).

Employee Training

In order to ensure policies and procedures are closely adhered to, employees receive training at the beginning of their employment with the District, as well as continuous training on core policies such as Equal Employment Opportunity, Recruitment and Hiring, and Performance Management (IIIA.11.10). Mandated trainings are conducted on specific key policies, such as sexual harassment, FERPA law, and non-discrimination (IIIA.11.11). Some of the training is repeated every two years. The District HR office keeps track of every employee's training record and re-trains employees according to established schedules.

Grievance Policies

The District established a grievance/compliant policy which allows individuals to file formal complaints when they feel they have not been treated fairly. When a grievance or compliant is received, the District HR office and the College President act swiftly to investigate the incident and determine the correct response. A Title IX Coordinator is located in the College and a Title IX team at the District Office. Any Title IX complaint is immediately investigated and handled appropriately. This is covered in SJECCD Administrative Procedure 3435, Discrimination & Harassment Complaint Procedure (IIIA.11.7).

Analysis and Evaluation

HR utilizes bargaining codified procedures and departmental policies and procedures to systemically develop clear personnel policies and procedures that are equitable, consistently administered, and available for information and review. Board policies and regulations are periodically updated to stay in compliance with new or revised California and Federal laws and can be viewed on the District's website. Frequent training sessions are administered to ensure that all employees have ample information concerning their rights and responsibilities to the College and to the District.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The District pursues Equal Employment Opportunity in all its hiring procedures, including a commitment that successful candidates demonstrate sensitivity to and ability to work with the diverse academic, socioeconomic, cultural, and ethnic backgrounds of students, faculty, and staff, including ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, and physical or mental ability (IIIA.12.1-2).

The District monitors the success of equal opportunity in its recruitment, selection, retention, and promotional policies and procedures by monitoring outcomes to ensure that there is no adverse impact against any person or group of individuals due to ethnic group identification, national origins, religion, age, sexual orientation, gender, or race. All screening forms used by the College contain questions for aspiring candidates concerning past commitments to diversity, and a numerical value is awarded for the answer to the question(s) (IIIA.12.3).

Regular Assessment of Equity and Diversity

The Board of Trustees reviews the demographic composition of the employee workforce and the applicant pool annually (IIIA.12.4). The Chancellor's designated officer collaborates with the Research Office to provide data that evaluates the District's employment equity and diversity in order to ensure representation from a diverse population. The College assesses such information for all college personnel and recruitment. According to the latest information, employee demographic statistics for the College show that 62 percent of its employees are women and 38 percent are men. Employee demographics as of fall 2021 are reflected in Table 30. White employees comprise 26 percent of total workforce; of the 66 percent non-white employees, 9 percent African American/Black, 38 percent Asian (Cambodian, Chinese, Japanese, Korean,

Indian, Vietnamese, Filipino, Pacific Islanders), and 29 percent are Latino (Hispanic, Mexican, Central American, South American).

	Number	Percentage
African American	30	5.9%
American Indian/Alaskan Native	3	0.6%
Asian	150	29.7%
Hispanic	130	25.7%
Multi-Ethnicity	13	2.6%
Pacific Islander	4	0.8%
Unknown	19	3.8%
White Non-Hispanic	156	30.9%
Total	505	100.0%

Table 30: EVC Fall 2021 Data from CCCCO MIS Data Mart Employee Report

The College continues to ensure that employment equity and diversity are consistent with its mission. The published Equal Employment Opportunity and Diversity Plan gives details of the District and the College commitment to equal opportunity and diversity (IIIA.12.2).

Analysis and Evaluation

As evidenced by the fall 2021 Staff Demographics statistics, the College regularly assesses its record in employment equity and diversity, consistent with its mission. The College also makes every effort to query potential applicants for administrator, faculty and staff positions as to their commitment to working within the diverse college community.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The College upholds a written code of professional ethics for all its personnel and imposes discipline for violations. The College is committed to promoting an environment in which ethical and professional behavior thrive. It expects employees to work with the highest degree of integrity in all aspects of their work.

The District has multiple board policies in pace to guide professional ethics and standards of conduct for all employees. SJECCD Board Policy 2715, Code of Ethics/Standards of Practice and articulates the Board's standards of behavior and ethical conduct expected from all its Trustees (IIIA.13.1). Section 1 of said policy sets forth the policy for addressing Behavior Contrary to the Code of Ethics. All employees sign the Oath of Allegiance at the time of hire (IIIA.13.2). In addition, all employees receive orientation regarding specific policies of the District, including:

- Non-Discrimination
- Sexual Harassment
- Diversity
- Recruitment and Hiring

- Conflict of Interest
- Disabilities Discrimination
- Drug-Free workplace
- Civility Statement

The College's Code of Ethics is published on the College webpage (IIIA.13.3). Classified Professionals members of CSEA 363 have a Disciplinary Action section in their Collective Bargaining Agreement in Article 19 (IIIA.13.4). Members of AFT 6157 have Disciplinary Action section in their Collective Bargaining Agreement in Article 25 (IIIA.13.5).

The following board policies address professional ethics for all personnel (IIIA.13.6-15):

- SJECCD Board Policy 2710, Conflict of Interest
- SJECCD Board Policy 2717, Personal Use of Public Resources
- SJECCD Board Policy 3410, Non-Discrimination Policy
- SJECCD Board Policy 3420, Equal Employment Opportunity
- SJECCD Board Policy 3430, Prohibition of Harassment
- SJECCD Board Policy 3550, Drug-Free Environment and Drug Prevention Program
- SJECCD Board Policy 3720, Computer and Network Use
- SJECCD Board Policy 7310, Nepotism
- SJECCD Board Policy 7370, Political Activity
- SJECCD Board Policy 7700, Whistle Blower Protection

Analysis and Evaluation

The College upholds a written code of professional ethics for all its personnel, including consequences for violation. The District has several Board Policies that set the expectation of ethical behavior for all its Trustees and employees.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College provides ample professional development opportunities to all personnel that are consistent with the College mission and support the evolving pedagogy, technology and learning needs of the College. The District has established policies and procedures for professional development opportunities, which are codified in SJECCD Board Policy and Administrative Procedure 7160, Professional Development (IIIA.14.1-2).

College-wide events are offered that promote diversity and educate administrators, faculty and classified professionals through guest speakers, and cultural events throughout the year. In addition, organized Professional Development Days are held for all employees. Professional development days are in accordance with the Flexible Calendar program administered by the Chancellor's Office as stated in Title 5 regulations. The purpose of the professional development days is to provide training on current procedures and updates on new laws, developments,

programs, and services available to all students and staff, as well as to offer other professional training of interest to this audience (IIIA.14.3-5).

The Professional Development Committee is responsible for the planning of the professional development days that are held in the fall and spring semesters. Training focused on topics such as diversity, inclusion, implicit bias, cultural humility, emotional wellness, safety awareness and new IT platforms. In addition, HR informs all employees through e-mail communication of mandatory training on Mandated Reporter: Child Abuse & Neglect, Nondiscrimination, Sexual Harassment and Office Ergonomics. To satisfy the legally required training for our employees, the training is provided online by Keenan's SafeColleges.

The Professional Development Committee also oversees the professional development funds that are available to employees who are attending professional development conferences, workshops, institutes or classes. In order to obtain the funds, employees have to complete the Request for Professional Development Funds Form (IIIA.14.6). Professional development is encouraged by the College and every attempt is made to fund or assist with the funding for professional development. Activities that are not reimbursed by the College can be used for increasing salary in increments, so long as they satisfy requirements identified in the AFT 6157, CSEA Chapter 363 and MSC agreements (IIIA.14.7-9)

Administrators are required to attend additional training and workshops. The Joint Dean's Academy for EVC and SJCC is held over the course of one full week in August of each year. The intent of the Academy is to provide the deans with an opportunity to strengthen their professional development and leadership so as to better serve the College community. The College conducts Management Retreats and the District hosts an all administrators training annually (IIIA.14.10). A wide range of topics are presented at these events, such as: Recruitment and Retention Strategies, Emergency Preparedness, Human Resources, Shared Governance, Sexual Assault Awareness/Title IX, Curriculum Development, Teambuilding, Inclusion, Overcoming Conflicts, Creating Community and Self-care.

The College systematically evaluates professional development programs and uses the results of these evaluations to identify improvement (IIIA.14.11).

Analysis and Evaluation

Professional Development opportunities are offered at many levels within the District and are available to all classified professionals, faculty and administration. The College provides all personnel with appropriate opportunities for continued professional development. The College evaluates the programs and uses the results as the basis for improvement, as well as to develop future topics for professional development.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The College places a high value on safeguarding the privacy and confidentiality of its employees and strictly adheres to the District's practices and procedures related to the maintenance of personnel records (IIIA.15.1). The District keeps personnel records safe, confidential, and

appropriately accessible. The District Office maintains the personnel records for former and current employees for documentation of employment related actions, fringe benefit elections and to be in compliance with statutory recordkeeping requirements and collective bargaining agreements.

Personnel files are kept in the locked file room in the District Human Resources Office to which only confidential HR personnel has access. Adjunct faculty personnel records are maintained by the Office of Academic Support Services on the EVC campus. Personnel records are maintained and can be viewed by employees in accordance with measures outlined in Article 6 of the AFT Agreement (IIIA.15.2), Article 17 of the CSEA agreement (IIIA.15.3) and Section 8 of the MSC Handbook (IIIA.15.4).

Analysis and Evaluation

The College has provision set in place for the security and confidentiality of all personnel records. Policies and procedures have been developed and implemented to comply with employees' contracts, board policies, and the educational code. Those policies ensure that personnel files are kept in locations at the District Office of Human Resources and the College Office of Academic Support Services are secure, confidential, and accessible in accordance with law.

Conclusions on Standard III.A: Human Resources

The evidence demonstrates that the College has established policies and procedures for employing sufficient qualified personnel who successfully fulfill and meet or exceed the outlined goals and mission of the College; and ensures the integrity and quality of its programs and services. Through well-publicized hiring policies, procedures, and job descriptions clearly communicating minimum qualifications, diverse and highly qualified personnel are hired who serve the needs of a diverse student population. Required degrees are from accredited U.S. institutions or equivalence is established prior to the start of employment. All personnel are systematically evaluated as outlined in union contracts and employment agreements. Adjuncts, full-time faculty, classified professionals and administrators have a myriad of opportunities for professional development throughout each academic year, including diversity, equity and sexual harassment. Policies and procedures have been developed and implemented to comply with employees' contracts, board policies and the educational code, including upholding the written code of ethics and maintaining the security and confidentiality of personnel records.

Improvement Plan(s)

While the College and the District have made great strides in improving various aspects of hiring, training and evaluation, they recognize that the need for continual improvement. This includes updates to processes into include anti-racist practices, in line with the College's Quality Focus Essay project; for more information, please see the Quality Focus Essay on page 234.

Evidence List

- IIIA.1.1 SJECCD Board Policy 7120, Recruitment and Hiring
- IIIA.1.2 SJECCD Human Resources Website Recruitment and Hiring
- IIIA.1.3 California Code of Regulations, Title 5, Section 53000
- IIIA.1.4 SJECCD Screening Committee Orientation/Training: Process, Equal Employment Opportunity and Diversity in Recruitment and Hiring Manual
- IIIA.1.5 SJECCD Equal Employment Opportunity and Diversity Plan (EEODP)
- IIIA.1.6 SJECCD Equal Employment Opportunity and Diversity Plan (EEODP)
- IIIA.1.7 EVC Faculty Prioritization Process and Committee Charge
- IIIA.1.8 EVC Faculty Prioritization List Recommendations November 2020
- IIIA.1.9 EVC Classified Prioritization Process and Committee Charge
- IIIA.1.10 SJECCD Human Resources, Employment Opportunities website
- IIIA.1.11 CCCCO 2020 Handbook, Minimum Qualifications for Faculty and Administrators in California Community Colleges
- IIIA.1.12 SJECCD EEO Representative Training for Screening Committees
- IIIA.1.13 EVC Job Posting on CalJobs, Nursing Faculty
- IIIA.1.14 EVC Job Posting on the California Community College Registry, Staff
- IIIA.2.1 CCCCO 2020 Handbook, Minimum Qualifications for Faculty and Administrators in California Community Colleges
- IIIA.2.2 SJECCD Hiring Procedures
- IIIA.2.3 EVC Distance Education Handbook, Faculty DE Certification
- IIIA.2.4 EVC Faculty Job Announcement
- IIIA.2.5 SJECCD Online Screening Committee Training screenshot
- IIIA.3.1 CCCCO 2020 Handbook, Minimum Qualifications for Faculty and Administrators in California Community Colleges
- IIIA.3.2 SJECCD Hiring Procedures
- IIIA.3.3 SJECCD Educational Management Job Description, Division Dean
- IIIA.3.4 SJECCD Manager, Supervisor, and Confidential Council (MSCC) Handbook
- IIIA.3.5 SJECCD Online Screening Committee Training screenshot
- IIIA.3.6 SJECCD Screening Committee Training Responsibilities of Screening Committee
- IIIA.3.7 SJECCD Board Policy 7110, Delegation of Authority, Human Resources
- IIIA.4.1 EVC Faculty Job Announcement
- IIIA.4.2 CCCCO 2020 Handbook, Minimum Qualifications for Faculty and Administrators in California Community Colleges
- IIIA.4.3 SJECCD Human Resources, Employee Groups website
- IIIA.4.4 SJECCD Academic Equivalency Policy
- IIIA.4.5 SJECCD Faculty Equivalency Committee Determination Form
- IIIA.4.6 SJECCD Screening Committee Training/Orientation Manual
- IIIA.5.1 SJECCD Administrator Annual Performance Evaluation
- IIIA.5.2 SJECCD Confidential Employee Performance Evaluation
- IIIA.5.3 SJECCD Supervisor Annual Evaluation Form
- IIIA.5.4 SJECCD Supervisor Probationary Evaluation Form
- IIIA.5.5 SJEECD CSEA-Classified Professionals Performance Evaluation Form
- IIIA.5.6 SJECCD Human Resources, Employee Groups website
- IIIA.5.7 SJECCD CSEA 363 Collective Bargaining Agreement, Article 16, Performance Evaluations
- IIIA.5.8 SJECCD AFT 6157 Collective Bargaining Agreement, Article 20, Evaluation of Tenure-Track Contract Faculty
- IIIA.5.9 SJECCD AFT 6157 Collective Bargaining Agreement, Appendix O, Tenure Review Committee Evaluation Forms
- IIIA.5.10 SJECCD Student Evaluation

Form
- IIIA.5.11 SJECCD AFT 6157 Collective Bargaining Agreement, Article 22, Evaluation of Tenured Faculty
- IIIA.5.12 SJECCD AFT 6157 Collective Bargaining Agreement, Article 19, Adjunct Faculty Evaluation
- IIIA.5.13 California Education Code 87663
- IIIA.5.14 SJECCD Administrative Procedure 7150, Evaluation
- IIIA.5.15 SJECCD Manager, Supervisor, and Confidential Council (MSCC) Handbook
- IIIA.5.16 SJECCD MSC Handbook, Section 9, Performance Evaluation: Administrator
- IIIA.7.1 EVC Faculty Prioritization Rubric
- IIIA.7.2 California Education Code Section 84362
- IIIA.7.3 EVC Academic Senate Meeting for September 1, 2020
- IIIA.8.1 SJECCD-AFT 6157 Collective Bargaining Agreement, Article 9, Adjunct Faculty and Substitutes
- IIIA.8.2 SJECCD-AFT 6157 Collective Bargaining Agreement, Article 5.13.2, New Faculty Orientation
- IIIA.8.3 EVC New Adjunct Faculty Orientation Agenda, Fall 2021
- IIIA.8.4 SJECCD Division Dean Job Description, Adjunct Faculty Oversight
- IIIA.8.5 SJECCD-AFT 6157 Collective Bargaining Agreement, Article 19
- IIIA.8.6 EVC Distance Education Campus Wide Training, Spring 2022
- IIIA.8.7 SJECCD Human Resources Professional Development Training Events, October 2020
- IIIA.8.8 SJECCD AFT-6157 Collective Bargaining Agreement, Article 9.13: Part-time Faculty Professional Development Day Payments
- IIIA.8.9 SJECCD Professional Development Training Events, October 2020
- IIIA.8.10 SJECCD AFT-6157 Collective Bargaining Agreement, Article 10: Professional Recognition
- IIIA.8.11 Request for Professional Development Funds Form
- IIIA.8.12 EVC Distance Education Committee agenda for December 14, 2021
- IIIA.8.13 EVC Institutional Effectiveness Committee agenda for April 18, 2022
- IIIA.9.1 EVC Women & Gender Studies Program Review Future Needs & Resource Allocation Report
- IIIA.9.2 CCCCO 2020 Handbook, Minimum Qualifications for Faculty and Administrators in California Community Colleges
- IIIA.10.1 SJECCD Managers, Supervisors and Confidential Employees, Performance Goals and Objectives Form
- IIIA.11.1 SJECCD BoardDocs website
- IIIA.11.2 SJECCD-AFT 6157 Collective Bargaining Agreement
- IIIA.11.3 SJECCD-CSEA 363 Collective Bargaining Agreement
- IIIA.11.4 SJECCD Manager, Supervisor, and Confidential Council (MSCC) Handbook
- IIIA.11.5 SJECCD Board Policy 3410, Nondiscrimination
- IIIA.11.6 SJECCD Administrative Procedure 3420, Equal Employment Opportunity
- IIIA.11.7 SJECCD Administrative Procedure, 3435, Discrimination & Harassment Complaint Procedure
- IIIA.11.8 SJECCD Administrative Procedure, 7120, Recruitment & Hiring
- IIIA.11.9 SJECCD Human Resources, Employee Groups website
- IIIA.11.10 SJECCD Screening Committee Training/Orientation Manual
- IIIA.11.11 SJECCD Professional Development Employee Training December 2020
- IIIA.12.1 EVC Application Screening Criteria, Automotive Technology Instructor Position
- IIIA.12.2 SJECCD Equal Employment Opportunity and Diversity Plan (EEODP)
- IIIA.12.3 EVC Automotive Instructor Interview Questions
- IIIA.12.4 SJECCD Human Resources Demographics Report, Fall 2021

- IIIA.13.1 SJECCD Board Policy 2715, Code of Ethics/Standards of Practice
- IIIA.13.2 SJECCD Oath of Allegiance
- IIIA.13.3 EVC Code of Ethics
- IIIA.13.4 SJECCD-CSEA 363 Collective Bargaining Agreement, Article 19, Disciplinary Action
- IIIA.13.5 SJECCD-AFT 6157 Collective Bargaining Agreement, Article 25, Discipline
- IIIA.13.6 SJECCD Board Policy 2710, Conflict of Interest
- IIIA.13.7 SJECCD Board Policy 2717, Personal Use of Public Resources
- IIIA.13.8 SJECCD Board Policy 3410, Non-Discrimination Policy
- IIIA.13.9 SJECCD Board Policy 3420, Equal Employment Opportunity
- IIIA.13.10 SJECCD Board Policy 3430, Prohibition of Harassment
- IIIA.13.11 SJECCD Board Policy 3550, Drug-Free Environment and Drug Prevention Program
- IIIA.13.12 SJECCD Board Policy 3720, Computer and Network Use
- IIIA.13.13 SJECCD Board Policy 7310, Nepotism
- IIIA.13.14 SJECCD Board Policy 7370, Political Activity
- IIIA.13.15 SJECCD Board Policy 7700, Whistle Blower Protection
- IIIA.14.1 SJECCD Board Policy 7160, Professional Development
- IIIA.14.2 SJECCD Administrative Procedure 7160, Professional Development
- IIIA.14.3 EVC Professional Development Day Schedule Fall 2022
- IIIA.14.4 EVC Professional Development Day Agenda for March 25, 2022
- IIIA.14.5 EVC Professional Development Day Schedule Fall 2021
- IIIA.14.6 Request for Professional Development Funds Form
- IIIA.14.7 SJECCD AFT-6157 Collective Bargaining Agreement, Article 10: Professional Recognition
- IIIA.14.8 SJECCD-CSEA 363 Collective Bargaining Agreement, Article 20: Professional Growth
- IIIA.14.9 SJECCD Manager, Supervisor, and Confidential Council (MSCC) Handbook, Section 15-16: Professional Development Leave & Educational Improvement
- IIIA.14.10 EVC-SJCC Dean's Academy agenda, Management Retreat Agenda, All Administrators Training Agenda
- IIIA.14.11 EVC Professional Development Day Feedback Form
- IIIA.15.1 SJECCD Administrative Procedure 7145, Personnel Files
- IIIA.15.2SJECCD-AFT 6157 Collective Bargaining Agreement, Article 6, Personnel Files
- IIIA.15.3 SJECCD-AFT 6157 Collective Bargaining Agreement, Article 17, Benefits
- IIIA.15.4 SJECCD Manager, Supervisor, and Confidential Council (MSCC) Handbook

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College and the District work together to provide the safety and sufficiency of physical resources with roles and responsibilities assigned to efficiently meet institutional needs, as outlined in the District's function map (IIIB.1.1). The District Standards and Campus Guidelines Handbook includes a chapter on Physical Security Standards (IIIB.1.2).

The District standardizes spaces to a size that is equitable and functional for the expected use over the life of the building; see Figure 5. The District has an adopted space guideline in chapter 7A of the Campus Guidelines Handbook (IIIB.1.3). The District has Administrative Procedures that provide step-by-step sequences to complete the work (IIIB.1.4-5). Each college building is inventoried and scheduled for preventative maintenance. The District employs staff to maintain certain systems and contracts for the maintenance of systems (IIIB.1.6).

Accessibility is addressed primarily through the District's ADA transition plan update, which identifies uncorrected issues and addresses change since the initial plan (IIIB.1.7). Accessibility is a primary function of review for the Division of State Architecture (DSA), which is the governing body of oversight for California Community College Districts and construction projects. The District is required to have a Title II ADA Transition Plan. The District, in collaboration with the College and the Measure X Bond Program, is addressing various areas that have come up from the self-inspection process. The ADA transition plan is a formal document available to the public outlining District/College compliance with ADA.

To ensure safety, sufficiency, and timely response to facility maintenance needs, the District maintains a facilities work order management database that staff utilizes to report maintenance issues (IIIB.1.8-9). When a request is submitted into the system, the requestor is provided with a work order number, which can be used to follow up with the status of request. Examples of requests range from removal of bee swarms to concern about lighting fixtures in a building.

The College has a Safety and Facilities Committee (IIIB.1.10). There is a reporting process online for campus safety concerns; District Police manages, maintains, and tracks reported incidents and crime events (IIIB.1.11). Guidance on chemical storage and disposal is outlined in SJECCD Administrative Procedure 6850, Hazardous Materials (IIIB.1.12). Further, the district police services have coordinated District wide training in emergency operations and management, SIMS, evacuation planning, fire drills, and on campus active shooter training (IIIB.1.13).

Analysis and Evaluation

The College regularly evaluates the safety and security of classrooms, labs, and learning spaces. Internal to the classrooms, the District office manages a public address system via the room telephone to communicate to instructors and students in the event of emergency.

Through multiple measures, the College assesses and validates that its physical resources are safe and sufficient to meet student demand while achieving student learning outcomes. Areas of need

are identified through annual planning, prioritized based on campus and District goals and priorities, and funded on the availability of resources. The District has primary responsibility for implementation and oversight for all existing facilities, including new construction, facilities maintenance, and police safety. This effort is managed with close and active participation by the College. The College oversees custodial and grounds maintenance.

The District employs staff to maintain the plumbing systems, HVAC, access controls, door operations, interior carpentry, and painting. The District contracts for the inspection and maintenance services for elevators, fire alarm monitoring, intrusion alarm monitoring, fire extinguishers, fire sprinkler systems, trash removal and hazardous material removal.

Safety concerns can be reported online; these can include traffic, safety attire, unsafe behavior, walkway tripping hazards, and pathway lights. The College has on-going safety training programs for employees at highest risk for industrial accidents.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Planning Physical Resources

The College and the District comply with the California Community College Chancellor's Office process of updating and submitting 5-year facilities plans, yearly instructional equipment plans, scheduled maintenance plans, and special repairs and space inventory updates. The College is committed to upgrading and replacing facilities that are aged and no longer adequately support campus programs and services. A wide array of construction projects demonstrates effective utilization. The College is committed to upgrading and replacing facilities that are aged and no longer adequately support campus programs and services. These projects are demonstrated in Figure 5 and Table 31.

Figure 5: Program of Work on the EVC Campus

Key	Facility	Physical Change Proposed	Existing Building Gross Square Feet (GSF)[1]	Proposed Building Gross Square Feet (GSF)	Net Change (GSF)
Existing Facilities to Remain Unchanged					
AT	Automotive Technology	None	39,251	39,251	n/a
C	Cedro	None	25,060	25,060	n/a
CD	Child Development Center	None	4,219	4,219	n/a
DW	District Warehouse	None	13,584	13,584	n/a
FC	Fitness Center	None	8,045	8,045	n/a
GS	Gullo I Student Center	None	29,993	29,993	n/a
G2	Gullo II	None	6,290	6,290	n/a
LE	Library/Education Technology Center	None	86,311	86,311	n/a
MS3	Math, Science & Social Science	None	67,630	67,630	n/a
O	Montgomery Hill Observatory	None	1,170	1,170	n/a
PE	Physical Education	None	57,631	57,631	n/a
VA	Visual Arts Center	None	56,883	56,883	n/a
		Subtotal	*396,067*	*396,067*	*n/a*
Existing Facilities to be Renovated					
AR	Admissions & Records Emergency Operations Center	Internal Renovation	12,373	12,373	n/a
CP	Campus Police/ Central Plan	Internal Expansion	20,087	20,087	n/a
S	Sequoia	Partial Renovation	26,773	26,773	n/a
SAC (SS)	Student Activities Center (Existing Student Services Center)	Internal Renovation	88,509	88,509	n/a
		Subtotal	*147,742*	*147,742*	*None*
New Facilities					
GE	General Education	New Building and Landscaping	n/a	41,500	41,500
LA	Language Arts	New Building	n/a	51,000	51,000
SC	Sports Complex (Previously Approved)	New Facility (No Buildings)	n/a	n/a	n/a
N	Nursing	New Building	n/a	15,500	15,500
SSC	Student Services Complex	New Building	n/a	78,000	78,000
		Subtotal	*n/a*	*186,000*	*186,000*

[1] Note: Gross square feet (GSF) comprises the building's total footprint

Existing Facilities to be Demolished					
R	Racquetball Courts	Demolish	9,794	n/a	-9,794
A	Acacia	Demolish	84,142	n/a	-84,142
SL	Sequoia Lecture	Demolish	6,700	n/a	-3,700
		Subtotal	*100,636*		*-100,636*
		Total	**644,445**	**729,809**	**85,364**

Table 31: Evergreen Valley College Facilities Master Plan Building Program Source: SJECCD, 2021; ESA 2021

Analysis and Evaluation

The College supports student learning programs and services and provides a high-quality learning environment. The College's and District's comprehensive facilities planning activities ensure that physical resources are planned and constructed to ensure effective utilization. Comprehensive planning efforts begin at the facilities master planning stage, when campus wide master planning outcomes identify broad goals and initiatives. Once a project is launched, the project's architects, engineers, project managers, and facilities planners meet early and often with College end users to identify programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction document phase. This allows the project to be put out to bid so that a contract can be awarded. College end-user participation scales back during the construction phase, but involvement ratchets up greatly toward the end of construction when furniture and equipment are identified and procured.

Passage of three separate bond measures (X-2016, G-2010 and G-2004) awarded the College with nearly $510 million. This provided the majority of funding for the capital construction program. These bond measures have the common goal of improving and equipping teaching environments to better serve students' needs. With funds from Measure X and G bonds, The College is undergoing unprecedented renewal and expansion.

Staffing levels in the District maintenance and operations and College facilities department continue to of concern. Routine absences, vacations, and injury can cause significant fluctuations in service for repairs as well as operational service. The District will work with the College to fill vacancies, acquire temporary employees to fill long-term vacancies and absences, and cross-train employees to support and fill vacancies in order to maintain service levels.

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

Evidence of Meeting the Standard

The College and District use multiple ways to plan and evaluate facilities and equipment: facilities master planning, regular updates into the CCCCO database, and annual updates of the five-year construction plan (IIIB.3.1-2). The facilities master planning initiatives begin with a review of the College's Education Master Plan and/or educational strategic plans, to ensure physical resources support the College's mission (IIIB.3.3-4).

Annual planning and assessment of facilities and equipment are performed at the division and program level through annual and comprehensive program review processes (IIIB.3.5). Through Comprehensive Program Review and Annual Program Reviews, programs are able to identify program needs related to renovation, upgrades, maintenance, and new and/or expanded equipment and facilities.

Effective utilization of space is monitored at the division and campus level by the responsible Dean and College Facilities Coordinator in the scheduling process. A room booking website, created in the fall 2013, greatly minimizes classroom and meeting conflicts, using an automated program that relies on the Ellucian Colleague program. Deans and other managers can more easily find unoccupied rooms, rooms with computers, and room capacities for greater efficiency

in scheduling. Utilization of space is geared to serve the greatest number of students as effectively and efficiently as possible in order to meet student learning outcomes at the course, program, and institutional levels in a cost-effective way.

Analysis and Evaluation

The College utilizes established scheduling, evaluation, and assessment methods to determine short- and long-term facility and equipment needs necessary to sustain institutional plans and meet the College's mission and goals. A key component of this is facilities master planning. The College's and District's facilities master planning cycles occurred in 2010-2011 and 2014-2016 and addendums were updated in 2020. The College is developing an FMP for 2023-31 which will align with the 2021-31 EMP.

Utilization of space is geared toward serving the greatest number of students as effectively and efficiently as possible. This allows the College to meet student learning outcomes at the course, program, and institutional levels in a cost-effective way. A room booking website greatly minimizes classroom and meeting conflicts. Deans and other managers can more easily find unoccupied rooms, rooms with computers, and rooms with certain capacities for greater efficiency in scheduling.

Through comprehensive program review and annual program reviews, programs can identify program needs related to renovation, upgrades, maintenance, and new and/or expanded equipment and facilities. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

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

Evidence of Meeting the Standard

SJECCD Board Policy and Administrative Procedure 3250, Institutional Planning, and 6600, Capital Construction outlined the process for the College's long range capital plans resulting in the development of the Facilities Master Plan (IIIB.4.1-5). In January 2016, the Facilities Master Plan for Evergreen Valley College was updated based upon the College's Educational Master Plan (IIIB.4.6). It reflects work accomplished and prioritizes remaining projects to be funded by a future local general obligation bond. The architectural firm engaged to develop the 2015 Facilities Master Plan was required to review the College's Educational Master Plan to ensure alignment in facilities planning (IIIB.4.6). The 2015 Facilities Master Plan addresses the current and projected needs for the College and serves as a guide for future development (IIIB.4.5). The recommendations included in this Facilities Master Plan address district-wide guiding principles, which are summarized in the introduction.

The District has several mechanisms to ensure that total cost of ownership is taken into account. It currently calculates the total cost of ownership for facilities at $7.11 per square foot of physical space (IIIB.4.7). The District is required to submit a five-year construction plan annually to the State Chancellor's Office. This plan must be adopted by the Board of Trustees.

Analysis and Evaluation

The College's planning processes integrates with the District's planning process. The District's annual adopted budget plan and strategic capital planning processes lay the foundation for an

integrated planning and budgeting process driven by the College's Educational Master Plan. The Educational Master Plan serves as the basis for development of the College's next Facility Master Plan, which will address long-term building and infrastructure needs of the College.

The 2030 Facilities Master Plan represents the culmination of several months of work, including a complete physical analysis of the condition of existing facilities, plus an iterative consultation process with College constituency groups. It reflects work accomplished and prioritizes remaining projects to be funded by a future local general obligation bond.

As the capital construction program provides opportunities to construct campuses with facilities that meet the needs of the College, it is imperative that the cost of operating and maintaining those facilities (the total cost of ownership) be considered. Total Cost of Ownership (TCO) is analyzed by the College and District to assess long-term fiscal implications in the maintenance and support of facilities development, as well as purchases of major technology and instructional equipment, and durable goods such as vehicles.

Total Cost of Ownership also takes into consideration facilities design standards that ensure new and renovated facilities are designed and constructed in accordance with District operational criteria. For example, energy efficiency is of paramount importance, especially considering escalating energy costs. For new buildings in particular, energy efficiency is a high priority design criterion. The College has achieved LEED Silver Certification.

The District developed its 2023-27 Five-Year Construction Plan based on an in-depth analysis of cumulative capacities and load ratios appropriate to a community college environment.

Conclusions on Standard III.B: Physical Resources

The College and the District work hard to maintain safe and secure physical resources to support the mission. In collaboration with the District office, the College ensures that physical resources are constructed safely and in a healthy environment. The College plans physical resources in a way that supports its mission. Long-range capital supports College goals and reflects projections of total cost of ownership of new facilities and equipment.

Improvement Plan(s)

The College will work to fill vacancies, acquire temporary employees to fill long-term vacancies and absences, and cross-train employees to support and fill vacancies to maintain service levels. With the new environment brought on by changes in enrollment patterns and the COVID-19 pandemic, the College will in the 2022-23 academic year begin to review and revise its Facilities Master Plan concurrent with the District undertaking of the same task.

Evidence List

- IIIB.1.1 SJECCD Delineation of Function Map
- IIIB.1.2 SJECCD Administrative Procedure 6520, Security for District Property
- IIIB.1.3 SJECCD District Standards and Campus Guidelines Handbook, Section 7, Evergreen Valley College, HMC Architects, October 2014
- IIIB.1.4 SJECCD Administrative Procedure 6350, Contracts--Construction
- IIIB.1.5 SJECCD Administrative Procedure 6600 Capital Construction
- IIIB.1.6 SJECCD Maintenance website
- IIIB.1.7 SJECCD ADA Transition Plan Update
- IIIB.1.8 SJECCD Board Policy 3500,

Campus Safety
- IIIB.1.9 SJECCD Board Policy 3501, Campus Security and Access
- IIIB.1.10 EVC Safety and Facilities Committee website
- IIIB.1.11 SJECCD Campus Safety website
- IIIB.1.12 SJECCD Administrative Procedure 6850, Hazardous Materials
- IIIB.1.13 SJECCD Administrative Procedure 3505 Emergency Response Plan
- IIIB.3.1 CCCCO database (FUSION)
- IIIB.3.2 EVC Facilities Master Plan 2030
- IIIB.3.3 EVC Educational Master Plan
- IIIB.3.4 EVC Mission and Vision Website
- IIIB.3.5 EVC Program Review Handbook
- IIIB.4.1 SJECCD Board Policy 3250, Institutional Planning
- IIIB.4.2 SJECCD Administrative Procedure 3250, Institutional Planning
- IIIB.4.3 SJECCD Board Policy 6600, Capital Construction
- IIIB.4.4 SJECCD Administrative Procedure 6600, Capital Construction
- IIIB.4.5 EVC Facilities Master Plan 2030
- IIIB.4.6 EVC Educational Master Plan
- IIIB.4.7 SJECCD Board Agenda from July 13, 2021, Category H, Item 8: Five-Year Capital Outlay Plan 2023-2027

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College, through several district and campus committees, program reviews, technology and distance education plans ensures that technology resources are adequate, effective, and available to students, staff, and faculty to support student learning programs, and services, including distance education.

Technology services and professional support are provided to students, faculty, staff and administrators by the District Information Technology Services and Support (ITSS) staff, the Helpdesk staff and the College Technology Support and Services (CTSS) staff.

ITSS is headed by the Associate Vice Chancellor of Information Technology and is located at the District Office. The College has a local CTSS department lead by a supervisor of IT who reports to the Vice President of Administrative Services. Although no direct reporting relationships exist between CTSS and ITSS, there are defined complimentary roles and responsibilities for each unit as shown in the District Delineation of Functions Map (IIIC.1.1). The CTSS department has four Information Technology Support Specialists and a Systems Administrator.

The District Technology Master Plans provide overarching guidance for enterprise services and support initiatives across both college campuses as well as at the district office (IIIC.1.2). The College's Technology Master Plan focuses on localized technology needs and initiatives. The Technology Master Plan works in conjunction with the district plan and other technology assessments so that projects, services, resources and support are efficiently aligned and communicated. The District Technology Master Plan (IIIC.1.2) includes shared areas of strategic themes that were gathered from consultant Plante Moran who helped write the plan (IIIC.1.3). Those themes include:

- Student Experience;
- Security;
- Standardization;
- Support; and,
- Self-Service.

District ITSS administers and provides support to core enterprise applications and infrastructure needed to operate the different sites (SJCC, EVC, District Office, Milpitas College Extension). The following core applications, hardware and software technologies are provided in support of operational functions, academic programs, teaching and learning, and support services throughout the District:

- Ellucian Colleague ERP (Student, Human Resources, Finance, Core), Colleague Self-Service (Student Planning), Colleague Reporting and Operational Analytics (CROA);
- SharePoint Platform (public websites and intranet);
- Single Sign on Portal;
- Centralized Help Desk System (Team Dynamix);

- Learning Management System (Canvas);
- Library Platform (Sierra Alma);
- Office 365 and Microsoft Exchange (for email); and,
- OpenCCCApply (student applications, and Promise waiver).

The District also provides the infrastructure support for:

- Wide Area Networks, Local Area Networks, Wireless Networks, Virtual Private Network (VPN), Firewalls;
- Sophos and Defender Anti-Virus;
- Telephones and Voice Mail;
- File storage, Backup, VMWare and Host Servers;
- CCTV Cameras District-wide;
- PrintShop Pro for printing orders; and,
- Multi-factor Authentication (MFA) for access management.

The District also provides the infrastructure and support for Police Services and Safety & Security by maintaining under the leadership of the Chief of Police. Law enforcement information and access control systems, including electronic devices, hardware and software that enables the District's connection to the California Law Enforcement Telecommunications System (CLETS) is centrally maintained. Additionally, the following applications are used by District Police Services:

- Criminal Justice Information Systems (Department of Justice and Santa Clara County);
- CopLink (Law Enforcement Database);
- RAVE & RAVE Mobile Guardian (Emergency Notification System);
- ARMS (CAD / Record Management System);
- Honeywell Security Suite;
- MaxPro (Security Camera System);
- ProWatch (Intrusion Alarms);
- CopWare (Criminal Justice LE Legal Database);
- Lexipol (Automated Policy Manual);
- Motorola SVRIA (Radio System);
- VenTek (Parking Pay Stations);
- TurboData (Parking Citation Management System);
- Axon Body cam hardware, software and data management; and,
- Talk-a-Phones (Emergency Phones).

Campus Technology Support and Services (CTSS)

CTSS is responsible for ensuring that college users can utilize District provided technologies and resources (III.C.1.2).

The Campus Technology Support and Services (CTSS) provides operational support to students, staff, and faculty at the College providing Tier 1 and Tier 2 services to support instructional and work environments.

CTSS supports students, staff and faculty by:

- Maintaining technology in the classrooms throughout the College;
- Supporting labs and student computers throughout the College;
- Assisting with equipment purchase/repairs;
- Enabling and supporting instructors;
- Installing approved software;
- Assisting with audio visual equipment for special events;
- Assisting with software and technology compatibility upgrades; and,
- Assisting with all campus technology related help desk requests;

Technology infrastructure diagrams and blueprints are found within construction and design documents that the College has collected and stored through various capital improvement projects. In 2021, the Bond Management team within District Administrative Services implemented Uvara to capture critical infrastructure across District sites (IIIC.1.3).

Many online self-services are provided for both students and employees District's online self-service portal (IIIC.1.4). Via this portal, students can register, drop, and pay for classes, view grades; request transcripts; complete an educational plan; apply for financial aid; and obtain tax documents.

The Distance Education Committee (DEC) supports academic programs and teaching and learning by developing policies and promoting practices that contribute to the quality and growth of distance education at the College (IIIC.1.5). The DE committee supports student success by making recommendations to the Academic Senate, the College Advisory Council, and to College President regarding:

- Curriculum and instruction, evaluation and assessment, course design, accessibility, technology, infrastructure, and academic support services that affect all modes of distance education course delivery
- Accreditation compliance
- Ongoing faculty development and training in the areas of pedagogy and online technology
- Online student support and training

The Campus Technology Committee (CTC) reports to the College Advisory Council (CAC) and is charged with reviewing, evaluating, and recommending strategies, plans, policies, procedures and standards for instructional and administrative technology to District Technology Committee and the College's Budget Committee. The Committees provide input into budgetary decisions, establish priorities and review and recommend standards for implementation, maintenance, and upgrading of technologies that affect instruction and general infrastructure (IIIC.1.6).

Through its Library and Resource Center, the College offers professional services and facilities to support academic programs, teaching and learning. The library also loans students and faculty laptops, cameras, and other equipment; this is discussed further in Standard IIB.1 on page)103.

The District leadership organized and conducted a retreat with technology staff titled, "Hindsight, Insight, and Foresight: Innovation & IT at SJECCD" (IIIC.1.7). The findings from this report and retreat have been included in subsequent plans.

Analysis and Evaluation

In recent years, the District IT administration has made significant efforts towards getting institutional technology assessments completed. Several assessments in areas of cyber security,

technology modernization, infrastructure (store and compute), wired and wireless Wi-Fi and network have been completed. The technology modernization assessment reports on the current state of maturity of the district wide IT environment as well as giving detailed recommendations for improvements. The recommendations from these assessments have been incorporated in the District Master Technology Plan and the institution has ongoing planning and update meetings with the District Technology Committee. These recommendations inform the future road map of IT projects and technology development for the colleges and the District.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The College, through its Program Review and Strategic Planning processes, ensures that its technical infrastructure is current, sustainable, and secure, and that those needs are prioritized considering the continuous evaluation of programs and services, including distance education.

The College gathers information about technology needs to support students, faculty, and staff via the Program Review process (IIIC.2.1). Tied directly into the College's Strategic Plan and Integrated Planning and Resource Allocation, the Program Review process is performed regularly and allows for the consistent monitoring and planning of campus technology needs and support for academic programs, teaching and learning needs, and student support services. Once needs are identified and requested via Program Review, the College Finance Committee requests funds from the College.

Technology inventory is managed at the college level using a cloud-based asset management system (IIIC.2.2). The system is a data resource to allow planning for equipment updates for students, faculty and staff. Technology replacement uses standard equipment specs, and the cycle depends on the type of technological asset being assessed or when equipment fails and needs to be replaced:

- Laptops 3-4 years
- Desktops 4-5 years
- Projectors 7-8 years
- Monitors 4-5 years

There are plans to expand the help desk software (IIIC.2.6) to record every asset that is repaired/replaced and keep the inventory updated.

The District and College collects information from students, faculty, and staff periodically from surveys to gauge technological needs. This includes infrastructure and security surveys (IIIC.2.3-5). Using this information along with program reviews and other data points, the College and District ensures that such needs are addressed in a prioritized manner.

Analysis and Evaluation

While equipment is tracked in Asset Wasp, a cloud-based asset inventory system, more work needs to be done in tracking equipment accurately. Items such as warranty, purchase order information and parts used in the repair of the equipment should be used to determine the total cost of ownership of the technology assets.

The District has recently completed overall assessments to identify critical needs to lay the foundation for the ongoing support of five key areas: cloud strategy, cybersecurity, business intelligence and data analytics, Distance Education, and stakeholder enablement.

The assessment was completed by interviewing multiple stakeholders and focused on a holistic analysis of the current IT operation, mainly from the standpoint of technology. The assessment also incorporated relevant aspects of personnel and process. This resulted in an action plan to address these areas, define gaps and identify risks in order to move the district to continue delivering support to the entire institution.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College, through its Campus Technology Support and Services staff, District ITSS and Administrative Services staff, ensures that technology resources are implemented and accessed reliably, safely and securely.

- Technology resources at the College are used throughout the district at all locations to support courses, programs and services. ITSS and CTSS collectively work to implement and maintain reliable access, safety and security for the use of academic and enterprise systems. A centralized help desk system (TDX) is used for routing the student and employee requests appropriately (IIIC.3.1). Weekly reports are generated for managers and discussed in internal team meetings to effectively address service requests.
- ITSS and CTSS use a centralized cloud-based end-point management system from Microsoft (Intune) to ensure access, security, software management and account management for all users.
- Wireless Access Points for Wi-Fi are secured with different levels of access for students, faculty, staff and guests.
- VPN (Virtual Private Network) software is used for remotely accessing college network resources for authorized users only. Access is granted through Management and/or Supervisor approval processes (IIIC.3.2).
- The District ITSS uses a centralized SSO (single sign on) portal to manage access to different resources on the network and cloud (IIIC.3.3).
- Lab and shared computing resources reside on a separate network from that of the internal employee network to ensure extra layers of security.
- Mimecast Email Security software is deployed District wide to mitigate Cybersecurity threats from email. All emails are filtered for spam and malware (IIIC.3.4).
- Software security patches are reviewed and managed by District and College IT staff and pushed to devices on a routine basis.
- Cloud-based productivity software and online file storage through MS 365 licenses ensure accessibility and resiliency to all employees and students.
- Videoconferencing services via the SJECCD-EDU Zoom domain are provided only to authenticated users. This ensures flexibility for virtual meetings, training, instruction and distance education.
- Canvas is the online cloud-based learning management system (LMS) that is used

throughout the College to manage and deliver course instruction and teaching materials (IIIC.3.5). This ensures a common centralized platform instructional use that provides security and availability.

- The District uses Veeam software to backup data for all locations. Off-site tape backup solution contracted through Iron Mountain is utilized for longer retention type data and for disaster recovery purposes.
- The District has standardized Microsoft 365 Defender for anti-virus and advanced cyber threat monitoring and mitigation for all locations and devices.
- District ITSS is deploying MFA with the highest risk employees first and by fall 2023 have all system users on MFA.

The primary District wide systems for safety include the RAVE emergency notification, classroom speakerphones, emergency blue phones, security cameras, and police dispatch. RAVE is activated by Police Services and sends email and text messages to students and employees. Authorized managers activate classroom speakerphones and send voice announcements to classrooms. Emergency blue phones are located outside buildings and in parking lots for emergency calls to Police Services. Security cameras are used to deter criminal activity, monitor for safety, and capture video for evidence.

The District also focused on minimizing the impact of cyber-crime and conducted vulnerability assessment on the network for Cybersecurity purposes with the use of technology and different techniques "deep crawling" in order to get to the most comprehensive attack surface to perform Dynamic Application Security Testing (DAST) and Fuzzing of Web Application through the services of Risk Sense and CSW (IIIC.3.6). District-wide education of end-users with emails, web links, posters, during cybersecurity awareness month was also completed.

Analysis and Evaluation

With the increased threat of cyber-attacks, there is a greater need to secure applications, network and data and move towards a more cloud-based infrastructure. This has led to the creation of an Incident Response Team and an incident response plan. In Summer 2022, the College launched its new externally hosted website. To increase uptime and enhance security for the College's ERP, the District migrated its Colleague ERP system to the Ellucian managed cloud.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Through the district and campus level Technology Support and Services departments, the campus Professional Development Center, and the Basic Skills Initiative, the College provides staff and students with appropriate and effective information technology training, which is prioritized through the Program Review Process and the Distance Education Committee.

The ITSS Help Desk manages a centralized web portal where information, instructional documents and knowledge base are stored to assist students, faculty and staff with technology training resources (IIIC.4.1). The Help Desk portal is the main location where all support requests are recorded and managed.

- District IT has incorporated the LinkedIn Learning platform within its web portal which offers several technology trainings.
- The District has recently integrated in its employee portal, the State Chancellor's office Vision Resource Center to provide easy access to training resources for employees.
- District ITSS staff provide instruction in the use of district wide technologies through a variety of venues including the Professional Development Days (PDD), on-site workshops (by request), email newsletters and various communications (IIIC.4.2).
- College CTSS staff provide instruction and training for classroom technology, conference and meeting rooms across campus. CTSS helps ITSS staff relay and communicate district wide technology information as needed.
- The College has an active Professional Development Center that consistently and continuously informs faculty about technology training on-campus as well as off-campus. The Professional Development Committee (PDC) plans the activities for mandated Professional Development Days (PD Days) (IIIC.4.3). Following the PD Day(s), the PDC always sends out a survey to gather feedback from event attendees. The survey results are used to gauge the effectiveness of the PD Day activities and to help guide the direction of future PD Day events.
- The District has collaborated with Microsoft to train employees on the MS 365 suite of products.

The District help desk implemented a Chatbot to assist with commonly asked questions to supplement in-person support. With the changing learning environment, there is more demand for videos as a training tool rather than written documentation. The District utilizes Camtasia and Canvas Studio to create instructional videos for faculty and students. As an example, the roll out of the Colleague Self Service module includes closed-captioned videos that provide an additional mode of learning and education. The District continues to facilitate trainer-led training for counselors and faculty to ensure successful adoption of the new system.

Training sessions to support online education are conducted by the Distance Education Committee. The Distance Education Coordinator routinely provides workshops throughout each semester for all faculty and staff regarding the use of Canvas, Zoom, Canvas tools and techniques. Training on Section 508 compliance within Canvas, MS Word, MS PowerPoint and Adobe PDF is also provided by distance education coordinator (IIIC.4.4-6).

Analysis and Evaluation

Many opportunities and resources for training exist for all our employees as is presented by the evidence above. Various training materials including print, digital, web and video materials are available for faculty and staff. The ITSS department maintains an up-to-date knowledge base of materials when software and hardware is introduced for the colleges.

Many departments work collaboratively to provide on-going training for faculty. For example, distance education works closely with CTSS to provide on-going trainings on Canvas. During the Covid-19 pandemic, when the college pivoted to a more online instructional model, there was great collaboration between DE and IT to provide Zoom and Canvas trainings in an organized and effective manner.

While there is not a dedicated trainer or training department on campus or the District, but IT often steps in to fill the gaps in training faculty and staff. More training on cybersecurity topics

needs to be provided. Several training topics such as password security are already part of the new employee orientation, but more efforts are needed district wide to make employees aware of information, email, and data security. Ongoing training on the Colleague ERP and Self-Service portal are also identified as improvement opportunities.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College and District through their Technology Support and Services departments, along with the campus committee structure, assure that the technical infrastructure is robust and secure based on continual evaluation of programs and services, including Distance Education.

SJECCD Board Policy and Administrative Procedure 3720, Computer and Network Use, outline the rules and responsibilities that apply to all students, faculty, staff, administrators, contractors, and anyone who uses District's network, computers, LMS and other technology resources (IIIC.5.1-2). The District also has this policy displayed as a warning when users initially login to their computers.

The College has other policies and procedures to guide the procurement and use of technology for traditional classrooms, on-campus classes, DE classes, authentication, ADA compliance, Online training, Professional Development Center training, and specialized training from the District or from vendors. SJECCD Administrative Procedure 3725, Information and Communications Technology Accessibility and Acceptable Use, was created to emphasize the importance of Compliance to Section 508 accessibility standards (IIIC.5.3).

SJECCD Administrative Procedure 4105, Distance Education, outlines training requirements for instructors of Distance Education classes (IIIC.5.4). Since 2020, there is more emphasis to comply with this as more classes pivoted to online lectures.

To meet the demands of online and hybrid learning environments, the College has instituted the EVC Student Loaner Laptop Program (IIIC.5.5). This loaner laptop service is only available to enrolled students and they sign a device contract at the beginning of the term in which they will be using laptops or tablets. For individuals that qualify for a phone stipend for conducting District business, SJECCD Administrative Procedure 6550, Disposal of Property, defines the use of wireless and cell phone usage (IIIC.5.6).

Analysis and Evaluation

The Campus Technology Committee routinely reviews policies and procedures and makes recommendations for change as needed to ensure that the needs of the students, faculty and staff are met. All Administrative Procedures and Board Policies are stored in a centralized location on BoardDocs. All of these have a revision date noted.

The Campus Technology Committee routinely reviews policies and procedures and makes recommendations for change as needed to ensure that the needs of the students, faculty and staff are met. The College and District through their Technology Support and Services departments, along with the campus committee structure, assure that the technical infrastructure is robust and secure based on continual evaluation of programs and policies, including Distance Education.

Security is an institutional responsibility and currently the HR department presents the Acceptable

Use Policy to new employees during their on-boarding. District IT needs to formally collaborate with Human Resources and the college's professional development committee to provide both the policy and guidance for employees.

Conclusions on Standard III.C: Technology Resources

The District is strategically investing in Digital Transformation and Technology Modernization to ensure that it effectively delivers instruction and services with the best use of its resources, including technology.

In order to determine the infrastructure needs, the District has completed assessments in the areas of compute, store and network. Additionally, the institution reacted in an impactful manner during the Covid-19 crisis to facilitate laptops, jetpacks, monitors, hardware and software needed for remote work in support of teaching and learning, and support services. The College and the District provides the appropriate technology resources at all locations where it offers instruction and services ensuring employees and students operate within a safe and reliable network environment. In order to maximize the use of technology, they offer professional development, frequent updates and deliver instructions in different modes, including websites.

The District has recently completed overall assessments of five key areas: cloud strategy, cybersecurity, business intelligence and data analytics, Distance Education, and stakeholder enablement. In order to determine the core infrastructure needs in the District's three data center locations, reviews and inventories of the network, servers, storage, backups, and systems diagrams were created. By the end of 2022, the District expects to replace hardware in the datacenters, moving the district into a Hybrid Cloud implementation. The Infrastructure Assessment took a deep delve into the current on-premises data center environment and evaluated its performance, availability, and scalability.

The District continuously assesses the administrative and board policies for various technology areas.

The College provides adequate training opportunities for its staff and faculty when new technologies are introduced.

Improvement Plan(s)

While District ITSS and Campus CTSS strive to provide excellent technology services and support to their constituents, there are some areas which can be improved upon. There are often projects that compete for both personnel and funding resources; a formal method of requesting projects and prioritizing them is needed. District ITSS is working on a project-management-office approach to facilitate the intake and prioritization of project requests. As technology changes happen frequently, there is also a need to review and update technology plans on a regular cycle. Along with that, there exist opportunities to regularly provide training in new technologies. An enhanced professional development plan for both the technology staff and the larger campus community is required.

In order to provide a more secure and stable technology environment, the District has been successful in moving critical systems such as the ERP and college website to the cloud. However, discussions for a cloud centric approach to move more applications to the cloud need to take place. Other cybersecurity efforts, such as proactively monitoring the network to detect and

prevent cyber threats, are identified as areas of improvement.

As the technology environment evolves in terms of cloud architecture, cyber security efforts and more distance learning initiatives, opportunities exist to rethink and evaluate the organizational structure, skills and abilities of the IT teams.

Evidence List

- IIIC.1.1 SJECCD Delineation of Functions Map
- IIIC.1.2 SJECCD Technology Master Plan 2017-2024
- IIIC.1.3 SJECCD IT Assessment Report, February 2022
- IIIC.1.3 Infrastructure Asset Management Software—InfraMappa website
- IIIC.1.4 SJECCD Single Sign-On Portal
- IIIC.1.5 EVC Distance Education Committee (DEC) website
- IIIC.1.6 EVC Campus Technology Committee (CTC) website
- IIIC.1.7 SJECCD IT Retreat Document: Hindsight, Insight, Foresight: Innovation and IT at SJECCD, Gartner, Inc., May 2021
- IIIC.2.1 EVC Program Review Handbook
- IIIC.2.2 SJECCD Asset Cloud by Wasp login
- IIIC.2.3 SJECCD District Services Program Review 2020 Survey Results, IT Infrastructure and Security
- IIIC.2.4 SJECCD District Services Program Review 2020 Survey Results, Institutional Technology and Institutional Effectiveness
- IIIC.2.5 SJECCD District Services Program Review 2020 Survey Results, ITSS Help Desk
- IIIC.2.6 SJECCD ITSS Help Desk website
- IIIC.3.1 SJECCD ITSS Help Desk website
- IIIC.3.2 SJECCD VPN Request website
- IIIC.3.3 SJECCD Single Sign-On Portal
- IIIC.3.4 SJECCD Release, Block, Permit Emails Using Mimecast Digest or Portal website
- IIIC.3.5 SJECCD Canvas Instance
- IIIC.3.6 SJECCD CSW Kickoff, August 23, 2021
- IIIC.4.1 SJECCD ITSS Help Desk Categories website
- IIIC.4.2 SJECCD ITSS Updates Spring 2022 Update
- IIIC.4.3 EVC Professional Development Day Schedule Fall 2022
- IIIC.4.4 SJECCD Distance Education Fall 2021 Workshops Canvas Shell
- IIIC.4.5 SJECCD Distance Education Spring 2022 Workshops Canvas Shell
- IIIC.4.6 SJECCD Self Service for Students YouTube Channel Video List
- IIIC.5.1 SJECCD Board Policy 3720, Computer and Network Use
- IIIC.5.2 SJECCD Administrative Procedure 3720, Computer and Network Use
- IIIC.5.3 SJECCD Administrative Procedure 3725, Information and Communications Technology Accessibility and Acceptable Use
- IIIC.5.4 SJECCD Administrative Procedure 4105, Distance Education
- IIIC.5.5 EVC Student Loaner Laptop Request
- IIIC.5.6 SJECCD Administrative Procedure 6550, Disposal of Property

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The District and the College are dedicated to ensuring that fiscal resources are available to support, sustain, and improve student learning programs and services while ensuring on-going fiscal stability. The Board of Trustees established policies for oversight and direction and delegated authority to the Chancellor to create administrative procedures and hire management and staff to implement these board directives.

The Vice Chancellor of Administrative Services (VCAS) is ultimately accountable for developing the most effective and cost-efficient financial structure, implementing policies and procedures to ensure financial stability and the solid operation of the District, and delivering academic programs and learning services offered by the accredited College. Their office oversees district budget preparation, and budget management, and fiscal management for the District (IIID.1.1); contracts, purchases, sells, leases, or licenses real and personal property, in accordance with Board policy and law; and provides budget reports, budget transfer resolutions, and the California Community College Chancellor's Office financial report to the governing board. The VCAS provides quarterly budget and expense reports during the year. This report is prepared with input from each of the Colleges and operational subsidiaries, who collectively follow sound financial principles, maintain effective operational and internal controls, and ensure that fiscal objectives are met.

The College President delegates responsibility for establishing sound fiscal practices and financial stability at the College to the Vice President of Administrative Services (VPAS). The College President, working within the College's shared governance process, has full authority to propose a college budget to the Chancellor and Board of Trustees. The College ensures that an open and accountable process is developed to include the College budget committees, as well as other relevant constituencies, incorporating clear guidelines and adequate training for those involved. The VPAS supervises college budget preparation and management and oversees college fiscal management in accordance with SJECCD Board Policies 6250, Budget Management, and 6300, Fiscal Management (IIID.1.2-3).

The District has a history of maintaining a good, stable fund balance and demonstrating sound fiscal management. Through careful planning and fiscal management, the District has maintained an adequate fund balance and sufficient cash reserves, which has proven to be of great value during the financing of general obligation bonds. The Board of Trustees ensures compliance with the Chancellor's Office requirement of maintaining a minimum reserve equal to 5 percent of the general fund budget (IIID.1.4). Additionally the governing board has an internal requirement of at least 7% unrestricted ending fund balance. The District follows strict adherence to budgeting and accounting methods contained in the California Community College's Budgeting and Accounting Manual (CDAM), relevant sections of the Education Code, and Title 5 of the California

Administrative Code, as delineated in SJECCD Board Policy 6200, Budget Preparation (IIID.1.5).

The Board of Trustees established a Financial Stability Fund in addition to the general fund reserves at their annual Budget Study Session in February 2015 (IIID.1.6). They provided further direction at their subsequent Budget Study Session in February 2016 via the Board of Trustees Principles, by establishing clear guidelines for the funding and access to these resources (IIID.1.7). Per these Principles, Board authority is required to access this fund during economic downturns, replenish it in healthy fiscal times, and at fiscal year-end transfer up to $500,000 of one-time money into the fund when the general fund balance finishes above 7 percent. As of June 30, 2022 the Stabilization Fund has a fund balance of $1,750,000.

Effective FY2012/13, the District became a "basic aid" district, meaning that the District is funded primarily by local property taxes and no longer receives State general apportionment revenue. The effects of becoming a basic aid district require close monitoring and management of property tax receipts and updates received throughout the fiscal year.

While the District is a basic aid district for general apportionment funding purposes, it participates fully in state categorical programs based on the College's eligibility. These resources are allocated directly to the Colleges and District as appropriate based on student eligibility and specific criteria relative to each of the categorical requirements. The College participates in the following categorical programs, which have been detailed in the 2022-2023 California Community Colleges Compendium of Allocations and Resources published by the State Chancellors Office:

- Basic Skills;
- BOG Fee Waiver Administration;
- CalWORKs;
- CARE;
- DSP&S;
- EOP&S;
- FT Faculty Allocation;
- Physical Plant and Instructional Support;
- Student Achievement Equity Programs;
- Student Equity;
- Student Financial Aid Administration;
- Student Workforce Program;
- Student Equity and Achievement;
- TANF; and, other

The Board of Trustees' budget principles and financial practices guide the District and College to maintain careful management of all District financial resources, and the adopted set of Budget Principles serves as reference. Adopted budgets for every fiscal year include a base from the previous year, and is modified with changes in budgeting assumptions such as premium changes related to Health and Welfare costs, negotiated collective bargaining agreements, and step and column for personnel. The College and the District budgets are then projected with adjustments made for retirements, employee transitions, step and column movement, and changes in the cost of statutory benefits such as STRS, PERS, Social Security, Medicare, Unemployment Insurance, and Workers' Compensation.

The District embarked on designing a revenue-based Resource Allocation Model (RAM). The

framework of the model was adopted by the Board in August 2019 (IIID.1.8-9). However, after multiple attempts to move away from an expense-based allocation, the proposed modifications and business rules were not approved by constituency groups involved in the process in spring 2022. The next step sits with the Chancellor, and in the interim the District continues using the existing allocations of resources that has proven over the past decade to provide the necessary resources for the effective operation of the multi-college district.

The College and the District participate in a program review to determine the effectiveness of programs, areas of growth, and areas in need of improvement. These program reviews become part of the criteria for determining where resources are needed at the local level. The executive work plans, which are linked to the District strategic priorities, are used in a similar way. The planning and program review cycle is timed to be consistent with the resource allocation timeline. The Cabinet uses these criteria to make the case for resources needed as a part of their conversation with the Chancellor.

The District Budget Committee (DBC) meets on a monthly basis throughout the academic year. The committee consists of 24 members with the Vice Chancellor of Administrative Services (as the Chair), four classified professionals from CSEA and four classified professional from the Classified Senates, seven faculty, two MSC members, four Business Officers (one from each college and district office), and two students (one from each campus). The DBC reviews the above activity and all major financial information, including available resources, district-wide financial requirements, and the Chancellor's Cabinet budget recommendations for the upcoming fiscal year. Throughout the year, the DBC receives new information as it becomes available and comprehensively reviews budget details as represented in each quarterly budget report. Each quarterly report includes all resources and spending commitments for all funds, with the exception of long-term debt and memo funds of the District. This committee serves as the major source of evaluation of updated budget assumptions and recommendations for the upcoming fiscal year to the Chancellor and the Chancellor's Cabinet (IIID.1.10).

Analysis and Evaluation

The District and the College have formalized processes and practices to ensure that available financial resources are used to support student learning programs and services that improve the outcomes for students and the effectiveness of the institution. The College demonstrates sound financial planning and execution every year by meeting its enrollment targets within the budget allocated by the District.

The District's allocation formula distributes resources and funding for key areas of the College, including maintenance and operations. The College has improved the allocation of resources through program review. Over the past program review cycle, the College has funded priorities in areas directly related to the strategic initiatives, student success, or student outcomes assessment.

While the process and the timeline are in place, it is anticipated that with integration and refinement of the District and College resource allocation model, the College will be well-equipped to manage its resources more strategically, with the ability to reduce pathway funding in times of budget constraint and expand pathway funding in times of budget expansion, as well as encourage funding requests related to ongoing program review. Emphasis will be placed on refining the campus resource allocation process with greater integration to campus planning as part of the College's Planning-Institutional Effectiveness action project, which directs the College to refine infrastructure for institutional planning and resource allocation.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The District resource allocation process is built on the foundation of Board Principles that are reviewed as part of the spring Board Budget Study Session. These Principles are based on the mission, vision, and initiatives of the organization. Board priorities are the basis for institutional planning and program initiatives, which lead to fiscal budget decisions. Resource assessment criteria are applied based on resource allocation principles, including program review, College and District planning, Board Ends Policies, and directional institutional priorities, goals, and objectives, including the Educational Master Plan (IIID.2.1-5). The allocation model also references adherence to the financial criteria established by the California Community College System, as delineated in SJECCD Board Policy 6200, Budget Preparation (IIID.2.6).

Financial planning at the College utilizes long-term and short-term plans with the goal of improving its effectiveness. Under the College's integrated planning model, the Educational Master Plan is the foundation document for the Facilities Master Plan (IIID.2.7) and the Technology Master Plan (IIID.2.10). Both focus on institutional change, analysis, and improvement of existing conditions and anticipate changes in the community, growth of the College as a whole, and changes in programs and services, as well as including institutional strategic goals and opportunities for input from all College constituencies.

The College's strategic plan centers around one main strategic initiative that identifies the primary areas of focus or the objective that must be accomplished to fulfill its mission. That goal is to shorten students' time to educational goal completion and eliminate equity gaps in goal achievement (IIID.2.5). The College's Educational Master Plan (EMP) for the next 5 years was completed, published, and approved by the Board of Trustees in June 2022 (IIID.2.8).

The principal driver of financial planning is program review (IIID.2.1-2). Comprehensive program reviews are completed based on the program review schedule. Program review allows for analysis of the College's instructional support, student services, and administrative services areas to identify strengths, weaknesses, solutions to weaknesses, achievement, alignment with college strategic goals, and needed equipment, staff, and facilities to include in budget requests. The Strategic Plan, developed under the leadership of the Institutional Effectiveness Committee, establishes a limited set of goals and objectives designed to guide the development of the College so that in future years it builds upon its strengths, takes advantage of opportunities, strengthens weaknesses, and mitigates threats (IIID.2.9).

The College Council (IIID.2.11), supported by governance councils and standing committees, promotes integrated planning through the shared governance process. The contents of current plans have the common theme of addressing three major elements in the College Strategic Plan: organizational transformation, student-centeredness, and community engagement. The College has organized governance councils as part of the participatory governance structure: Academic Senate, Administrative Council, Associated Students, Diversity Action Council, and Classified Senate (on hiatus in 2015). The planning work of the institution, except for unit and department

comprehensive program reviews, is largely accomplished through these standing committees: College Safety and Facilities, College Technology, College Budget, All College Curriculum, Institutional Effectiveness, College Archives, Staff Development, and Student Success.

Analysis and Evaluation

The District and College use the mission as the foundation for financial planning and have integrated financial planning into institutional planning. At the district level, an annual update of board principles and the integrated planning model at the College set the groundwork for organizational and financial planning. The College's integrated planning efforts are described through the integrated planning model and implemented through the functional and unit plans, which lead to resource allocation opportunities. Although the College has processes in place, greater integration of functional plans would allow the College to operate more effectively with greater impact to students. As such, emphasis is placed on the College's Planning-Institutional Effectiveness action project, which directs the College to align campus activities utilizing the integrated plans.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The processes for financial planning and budget are recorded and made known to college constituents through the District Budget Committee and the College Budget Committee, and in all budget documents, presentations, Committee meeting minutes and agendas (IIID.3.1-2).

The District provides quarterly budget reports that include year-end projections. These reports are reviewed by the District Budget Committee and presented to the Board of Trustees by the Vice-Chancellor of Administrative Services (VCAS) (IIID.3.3-4). The District also updates on a monthly basis its cash-flow and projects current year and one additional year. Budget reports also include projections for the unrestricted general fund for the three subsequent years. These reports include all funds for the District.

The institution receives approximately 80 percent of its unrestricted funding from property taxes that are updated during five reporting periods throughout the year (IIID.3.5). The District now has adequate cash flow to not require a Tax Revenue Anticipation Note. As a Basic Aid District, the final general fund unrestricted resources are known at the end of the fiscal year. Several data points are received from the Santa Clara County Tax Collector's Office, traditionally beginning in August, with the final number being received at the end of the fiscal year. Thus, revenues projections are constantly changing throughout the year.

Resources are allocated through the College's Resource Allocation Plan (IIID.3.6), which is a grass-roots plan that begins in October with each Department, Academic Discipline and/or Program/Service Unit, through program review, gathering information about staffing, equipment and supplies needed, professional development needs, travel, memberships, and license fees, among other needs. Each division dean or administrator will evaluate the requests, and submit a recommendation to their respective vice president. These needs are combined and prioritized to ensure equity and links to the College goals.

The Executive Team reviews these recommendations and adds any additional operational needs

as necessary in January. Budget requests are then submitted to the College Budget Committee through open hearings, who then carefully analyzes the plan. Its findings are then presented to the College Council, which will make a final recommendation to the College President.

Analysis and Evaluation

In the financial planning for the College, each staff member, faculty member, manager, and administrator have a voice in determining the needs of each department, program unit or service unit. Hearings open to all members of the campus community have an opportunity to judge for themselves the relative merits of each area of the College, and can make suggestions and voice their opinions.

To ensure that all financial planning and budget decisions are known to the constituent participants, the District provides quarterly budget reports that include year-end projections. These reports are reviewed by the District Budget Committee and presented to the Board of Trustees by the Vice-Chancellor of Administrative Services. In addition to these quarterly budget reports, the District provides the tentative budget as well as the adopted budget. In essence, there are five reports per year that speak to the District's financial status.

Fiscal Responsibility and Stability

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

Evidence of Meeting the Standard

The District Budget Committee (DBC) serves as a Chancellor's advisory committee and is also advisory to the District Council (DC) on fiscal matters pertaining to the district planning process (IIID.4.1-2). It has the responsibility for coordinating budget planning in a manner that assists the District in maximizing its fiscal resources in the pursuit of the District's mission. The District Budget Committee meets monthly during the Academic year to review State budget actions, recommend district fiscal priorities, evaluate the fiscal impact of proposed institutional plans, and inform the District community on overall budget matters. The committee is presented with quarterly reports describing assumptions, performance, and revisions to forecast and invited to share questions and concerns. The committee is also provided with supplemental literature as available, or as requested, further supporting the underlying fundamental data.

Throughout the year, the Board receives multiple presentations describing the quarterly budget, tentative budget, and the budget in preparation for adoption (IIID.4.3). Each February, the Board conducts a budget study session to provide direction to the Chancellor on program initiatives they wish to be funded (IIID.4.4). As a Basic Aid district primarily dependent upon property taxes, revenue information becomes known throughout the year. If new resources become available, either in one-time money or on-going income, the Board will allocate additional funding to the Colleges based on guidance provided by the Chancellor.

Each division and department of the College reviews the previous years' spending and, with input from faculty and staff, make recommendations for the budget for the upcoming fiscal year. These recommendations are presented to the College Budget Committee, which also reviews the spending by each division or department, during the spring semester (IIID.4.5). Their recommendations are forwarded to the College Council for consideration.

Analysis and Evaluation

Funds are allocated in a manner that realistically achieves the College's stated goals for student learning. The Chancellor's Cabinet engages in an extensive collaboration concerning the resource allocation to both Colleges, and emphasizes the importance of a transparent model and process. The District Budget Committee serves as the Chancellor's advisory committee; it reviews state allocations and evaluates their fiscal impact on the District and the College.

Constituents are presented with quarterly budget reports, and the community is invited to share their questions and concerns. Audit findings are communicated to all stakeholders and are posted on the District website. All findings are discussed with the appropriate district or college manager, and corrective actions are taken. All prior year findings have been corrected to the satisfaction of the independent auditors.

The Board of Trustees periodically reviews a comprehensive checklist that identifies organizational performance standard, which provides the basis upon which the Trustees provide guidance and funding direction to the College and to the District.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The District prioritizes financial integrity and responsible use of resources. The College has implemented various internal tools and processes in place to attain this goal. Moreover, the College disseminates information expeditiously so sound financial decisions can be made. For additional assurance, an external audit company audits internal controls to ensure the District is in compliance with general accounting principles.

The District regularly evaluates its fiscal management practices and uses the results to improve internal controls systems, in accordance with SJECCD Board Policy 6300, Fiscal Management (IIID.5.1). District financial records are maintained pursuant to the California Community Colleges Budget and Accounting Manual, as outlined in SJECCD Board Policy 6100, Delegation of Authority, Business & Fiscal Affairs (IID.5.2). Quarterly financial statements are provided to the Board of Trustees, in accordance with SJECCD Administrative Procedures 6300, Fiscal Management (IIID.5.3). Budget officers have access to the College's financial management system and can access the SJECCD Self Service portal to manage the budget and review actual expenditures (IIID.5.4).

Each division and department of the College reviews the previous years' spending and, with input from faculty and staff, make recommendations for the budget for the upcoming fiscal year. These recommendations are presented to the College Budget Committee, which also reviews the spending by each Division or Department, during the spring semester (IIID.5.5). Their recommendations are forwarded to the College Council for consideration.

Analysis and Evaluation

Both the College and the District have internal control structures in place to effectively manage

and monitor. Dependable and timely information is disseminated regularly to the Board of Trustees and campus constituents to assist in sound financial decision-making. The Board's Audit and Budget Oversight Committee and the District's auditors serve as independent observers of the District's fiscal process.

Managers can access their budgets and expenditures at any time for review and regular budget meetings are scheduled from with the business services office to support their understanding when needed.

Past fiscal management practices demonstrate a consistent pattern of prudent fiscal management and appropriate accounting processes using Generally Accepted Accounting Principles (GAAP). There is a formal evaluation of the College's fiscal management through the annual audit conducted by an independent certified public accounting firm. Audits are the formal means of evaluation, but internal evaluations are done continuously by the independent auditing firm to improve financial controls and fiscal stewardship.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Throughout the year, the District Budget Committee receives extensive budget detail in the form of quarterly reports, plus the tentative budgets and adopted budgets prior to presentation to the Trustees (IIID.6.1-3). During these District Budget Committee meetings, assumptions are discussed and carefully reviewed, feedback is also requested, which are foundational to current year projections and future year estimates. The Board of Trustees receives each of these reports knowing that they have been thoroughly vetted by the District Budget Committee. This support represents the constituent group validation of both the credibility and accuracy of the information as it is presented, which ensures the use of financial resources to support learning programs and services for students and the community at large.

The annual planning process demonstrates the apportionment of resources to support student learning programs and services. As per California Education code, an annual audit is performed by an independent Certified Public Accounting firm of all district financial records, including all district funds, student financial aid, bookstore, Associated Students, trust funds, and reports. Each department on campus works congruently with College Business Services Office to monitor budget activity and provide reports to the College staff to ensure that funds are dispersed to support the mission and goals of the College (IIID.6.4).

The College's financial documents are meticulous and precise. The allocation of the budget and resources is apportioned to directly support student learning program and services in conjunction with the College Budget Committee after consultation with faculty, staff, managers, and administration (IIID.6.5). Each department on campus works congruently with College Business Services Office to monitor budget activity and provide reports to the College staff for planning and decision-making. Managers have access to their budget accounts either through Colleague or through Self-service to assess the financial impact of the program.

Analysis and Evaluation

The College and the District use their local participatory processes to allocate resources to best

meet the goals and objectives as established by the Board of Trustees. The preparation of the annual district budget is a transparent, participatory process utilizing the principles established by the Board of Trustees, recommendations made by the Chancellor's Cabinet, which includes the College Presidents and the Vice Chancellor. The budget is then reviewed by the DBC, which includes broad-based representation from various constituent groups. There is a strong feedback loop through the DBC whereas recommendations are made to the Chancellor for further consideration prior to presentation to the Trustees.

These recommendations result in updates to the documents or revisions to the formal presentation to the Trustees. The Educational and Facilities Master Plan, Strategic Plan, and Program Review process guide the College in measuring and evaluating the current financial resources expended on student learning programs and services, as well as needed funds to continue to support these endeavors. An external audit provides recommendations in congruence with audit findings and requires a response by the affected department in the form of an action plan. The annual audited financial reports are placed on the District website, available to all.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The College's administrative services, along with the District's administrative services office, respond to external audits in a timely and comprehensive manner (IIID.7.1). All audit findings and institutional responses are presented to the Board of Trustees, as outlined in SJECCD Board Policy and Administrative Procedure 6400, Financial Audits (IIID.7.2-3) and shared to all constituent groups via email. The College and District respond to compliance issues with regards to reporting on federal and state grants, special fund allocations, restricted funds, and applications of funds sources from local bonds (IIID.7.4).

Analysis and Evaluation

The external audit provides findings and recommendations, and requires a response by the effected department in the form of an action plan. The findings are included at the end of each year's financial audit report. The audit reports are found on the District's website. Over the past six years, the deficiencies found during interim field work have been remedied and internal controls strengthened; auditors returning for their final analysis confirm that any necessary corrective action was taken.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The District Fiscal Services Office evaluates, develops and ensures that internal controls are maintained for all District fiscal processes. Contained in the District processes is a series of checks and balances, including document approvals at different levels and pre-approval of inter-fund transfers by both the College Business Services office and District Fiscal Services staff. The District Fiscal Services office routinely executes audits of procurement card usage, materials fees, inventory control, processes involving cash-handling, and Associated Student Body accounting. An external auditor annually audits internal controls to verify compliance with generally accepted

accounting principles, the California Education Code, the California Code of Regulations, Title 5, and the State Compliance Requirements set forth in the recently updated Contracted District Audit Manual (CDAM) (IIID.8.1). All proposed bond projects are compared against the ballot language contained within Measure G and Measure X to ensure compliance with uses approved by taxpayers (IIID.8.2). Proposed expenditures go through a series of reviews and evaluations prior to activation. This review process requires concurrence among purchasing staff, the bond financial consultant, the program manager, and the bond accounting staff. Expenditures are reconciled on a quarterly basis to ensure accurate categorization in preparation for the Citizen's Bond Oversight Committee's reporting cycle (IIID.8.3). Management conducts a periodic review of projects as a whole and has a robust process of vetting bond list revisions, which are ultimately approved by the Board of Trustees.

As required by Proposition 39, the District has an external body of review in the form of the Citizens' Bond Oversight Committee (CBOC), which has its own webpages available to the community. The CBOC is a single body that has responsibility for review of both Measure G and Measure X. While required by law to meet annually, the CBOC meets on a quarterly basis (IIID.8.4). Each of its meetings includes a comprehensive review of construction completed and underway at both Colleges and the District. The duties of the CBOC are to inform the public, review expenditures, and review the annual report. Each spring the CBOC presents its annual report to the public in a presentation to the Board of Trustees.

The District has a purchasing matrix which is updated annually and provides guidance regarding the requirements associated with purchases. This guidance includes the documentation requirements and signature authority for various types of purchases. There is a hierarchy of approvals for purchasing, which the campuses and District adheres to (IIID.8.5).

Information is managed and disseminated using an Enterprise Resource Planning System (Colleague) and CONCUR which has system controls to prevent the over-encumbrance and the over-expending of budgetary line items. The Fiscal Services Department performs a weekly review of all accounts payable before warrants are issued (IIID.8.6). All Direct Check Requests, employee reimbursements, and credit card payments require approval of the College's Business Office and the District's Fiscal Services Office. All invoices must be approved as by a manager or supervisor, validating that goods and/or services have been received satisfactorily (IIID.8.7).

Analysis and Evaluation

These systems, controls, and checks and balances ensure the highest audit standards, sound financial practices, and financial stability, as illustrated in the District's audit reports. The College and District review internal controls on a continuous basis and use the results to revise procedures as needed. Business Services performs an annual review of the budget versus actual expenditures to determine whether departments stayed within their budget allocations. Additionally, Business Services examines all purchases to ensure funds are spent in congruence with College and District policies and procedures.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

In accordance with SJECCD Administrative Procedure 6300 (IIID.9.1), the District currently has a sufficient fund balance to accommodate all spending commitments. The last three years' ending balances of the unrestricted general fund (Fund 10) were in excess of 5% contingency that is recommended by the State Chancellors Office (IIID.9.3). Along with the basis, every month the Board of Trustees is asked to review and approve requests to amend the adopted budget to reflect new Federal and State special purpose grants as well as local contract revenues (IIID.9.4).

Through SJECCD Administrative Procedure 6305, Reserves (IIID.9.2), the Board requires that the District maintain a 7% reserve, which is higher than the state requirement of 5%. The Board of Trustees established a Financial Stability fund in addition to the general fund reserves at their annual Budget Study Session in February 2015. They provided further direction by establishing clear guidelines for the funding and access to these resources. According to these Principles, Board authority is required to access this fund, which will be used during economic downturns and replenished in healthy fiscal times with a transfer of $250k of one-time money when the tax data point is in excess of 6% anytime during the year and another $250K when tax data point is in excess of 7% (IIID.9.5).

The Vice Chancellor of Administrative Services adheres to risk management procedures to protect and preserve the people and assets of the District. Currently, SJECCD maintains adequate levels of various types of insurance policies, including employee health benefits, and a workers' compensation plan. Safety training and frequent monitoring of potential safety issues is also a major component of the Risk Management function. In the event of major catastrophes, the District insurance plans will cover the property and any liability.

The college community has been working diligently to determine the most effective way to reduce cost, while still having a strong financial position and tax growth, which should translate into continuing operating revenue growth (IIID.9.6).

The District allocates sufficient resources for its insurance program and is self-insured through its participation in two joint power association with other community college districts (IIID.9.7). The District's fiscal services department maintains a monthly cash flow report and a five-year budget projection model to assist in managing short- and long-range financial priorities and commitments while still managing short-range financial plans.

Analysis and Evaluation

The District has sufficient cash flow for daily operational obligations and adequate reserves to maintain stability and support strategies for appropriate risk management. Contingencies are in place for cash flow, reserves, and risk management to ensure business continuity.

The District prepares and monitors cash flow projections monthly to determine deficiencies or excesses in cash. A strong reserve positions the District well for financial emergencies and unforeseen occurrences. SJECCD Board Policy 6250 also requires that revenues more than amounts budgeted shall be added to the District's reserve for contingencies. These funds are available for appropriation only upon a resolution of the Board of Trustees.

The District maintains a comprehensive insurance plan supporting its risk management policies. SJECCD is a member district in two joint powers authority (JPA) organizations for insurance coverage for the District. These JPAs are governed by a board of directors, with one director representing each member district.

The District also has sufficient protection against risk through its participation in the pooled efforts of the Northern California Community College Pool (NCCCP). NCCCP is well-managed and is the largest California community college joint powers authority for property and liability insurance.

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

Evidence of Meeting the Standard

The District is guided by SJECCD Board Policy 6300, Fiscal Management, which requires effective internal controls and a clear delineation of fiscal responsibility and staff accountability (IIID.10.1). This begins with the Executive Director of Fiscal Services; at the College, a dedicated fiscal team led by the Vice President of Administrative Services serves departments and divisions to ensure financial integrity and transparency.

The College and District undergo an annual reconciliation of funds. The District has received an unqualified/unmodified opinion on its financial statements, as well as federal and state grants for the three proceeding years (IIID.10.2-3). For financial aid, an external consultant performs an annual audit at both the College and District levels. The District's Retirement Futuris Public Entity Investment (Other Post Employment Benefits, OPEB Trust) Fund is overseen by the Retirement Board of Authority (IIID.10.4).

The College's financial aid department works in conjunction with District fiscal services to ensure that appropriate procedures are in place and followed. Financial aid is reviewed during the annual financial process for compliance with state and federal law and regulations (IIID.10.2).

Funds other than unrestricted general funds are categorical or grant programs. Each is controlled by the specific requirements of the program. The District and College established administrative procedures to monitor state and federal grants, as outlined in SJECCD Board Policy and Administrative Procedure 3280, Grants (IIID.10.5-6). The College has a dedicated fiscal assistant to support grant management (IIID.10.7).

Analysis and Evaluation

The District has a consistent history of compliance and sound financial management and oversight practices, as evidenced by independent external auditors and grantors. Budget monitoring by the College's fiscal team and departments/divisions that are responsible for performance of the grant protects the District from exceeding expenditure limits on grant funds and overspending on contracts with outside vendors.

The District and College ensure compliance with federal, state, and external grant requirements. The College fiscal staff works closely with departments and the District to ensure that external grants and categorical programs are administered so that transactions are processed according to required spending guidelines for each agreement.

To ensure that financial aid funds for students are awarded in a timely and appropriate manner, the District and College follow federal, state, and scholarship guidelines. The District audit focuses on the reconciliation of funds and timely disbursements to students, while the College audit focuses on compliance with regulations for awarding financial aid to students.

San Jose/Evergreen Community College District Foundation is a nonprofit public benefit corporation designed to provide supportive services and specialized programs for the general benefit of the District, including the College.

The District's Retirement Futuris Public Entity Investment (Other Post Employment Benefits, OPEB) Trust Fund is overseen by the Retirement Board of Authority, which includes faculty, classified staff, and administrator members. The Retirement Board of Authority formally reviews monthly OPEB investment reports and presents an annual report to the Board of Trustees in spring. At the close of fiscal year 2021, $49,605,222 is available to meet ongoing obligations to participants and beneficiaries.

The Santa Clara County Treasurer holds the majority of the District's funds, including foundation account funds, and invests on behalf of the District. The District established an irrevocable trust to fund OPEB and pension liabilities. Public Agency Retirement Services (PARS) is the contracted agency to perform the investment function for this purpose. PARS provides the District with a monthly statement summarizing account balances and investment returns.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Adopted budgets and quarterly reports include long-term revenue and expenditure forecasts and financial risk analysis. Cash flow projections and short-term monitoring tools ensure that the District and College have the resources ready for the payroll of staff and to meet contractual commitments (IIID.11.1). The District has consistently maintained an excess of the state-required reserve of 5%. Board policy requires at least 7% reserve, as determined by SJECCD Board Policy 6250, Budget Management. All long-term obligations are planned for in the budget, reported in the financial statement, and accounted for in the long-term debt service funds (IIID.11.3-4).

When making short-range financial plans, the District considers its long-range financial priorities to assure financial stability. The District has financial resources to ensure the payment of its liabilities, and appropriate funds/reserves to address long-term obligations. The District maintains reserves at higher than the amount required and has made tremendous progress in funding its OPEB liability (IIID.11.5). The District has the financial means necessary to meet future obligations as well as reserves for emergencies. Consequently, reserves have steadily increased the over last several years, and other sources of revenue have been developed. The District is committed to developing a five-year budget projection model to manage situations that arise outside its control and to anticipate long-term commitments for financial planning (IIID.11.6).

Analysis and Evaluation

Compared to the 2010 Accreditation Report, the District and the College is in a much better financial condition. The Fund Balance now accounts for 21.98% percent of compared to 15.89% percent in 2016. The District has a sound financial plan with a dedicated and conservative management team.

The District has an adequate allocation of financial resources to ensure the payment of its liabilities, and appropriate funds/reserves to address long-term obligations. Adopted budgets and quarterly reports include long-term revenue and expenditure forecasts and financial risk analysis. The District performs an actuarial analysis biennially with monthly cash flow updates. All District resources are analyzed before any allocations are made to the College. GO Bonds are repaid from the ad valorem property taxes.

In addition to monitoring long-term bond obligations, the District was proactive in funding Other Post-Employment Benefits (OPEB) and pension contributions. The District established an irrevocable trust in 2008 to set aside funds in an investment pool. The District uses the five-year projection worksheet to plan for payment of liabilities and future obligations. The largest of the District's long-term obligations is the 2010 Measure G General Obligation Bonds issuance $268,000,000, Measure X General Obligation (GO) Bonds issuance of $748,000,000, and the Other Post-Employment Benefits (OPEB) Bonds.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District and the College plans for and allocates appropriate resources for the payment of liabilities and future obligations with sound and conservative management. Part 13 of the District's Budget Principles states that "The budget process emphasizes planning first, and then budgeting, rather than being reactive to fiscal circumstances or environmental exigencies. Sound fiscal management requires the use of available resources to carry out the agreed upon budgetary plans and priorities of each campus and the district" (IIID.12.1)

Prior to 1982, the District offered health benefits for life to its members. In 2009, the Board of Trustees passed an additional post-retirement health plan to bridge the age of 55 to 65. The Bridge plan was offered to faculty and management, with some conditions, and the liabilities were funded from the general fund. During the recent economic downturn, the District established the Other Post-Employment Benefits (OPEB) Trust Fund. This fund was established with the sale of OPEB Bonds to fund the Post-Retirement Employee Benefits according to GASB 74/75, Actuarial Valuation, estimated at $43.8 million at June 30, 2021.Taxable Other Post-Employment Benefits (OPEB) bonds were issued on May 14, 2009, in the amount of $46,775,000 to fund this liability and the funds were deposited into an OPEB Irrevocable Trust. Issuing the bonds ensure that the District complied with GASB Statements 74 and 75; allows the District to determine how the benefit costs and long-term liability will be funded over time; and provides the District with initial savings to the Unrestricted General Fund. It is noted that the District incorporated capitalized interest to satisfy the debt service for the first two years; thereby, avoiding any OPEB-

related debt service payments from District general funds in the first two years. The debt service schedule can be found in the OPEB Bond Flow Chart (IIID.12.2-3).

The actuarial valuation conducted by Nyhart as of June 30, 2021, using a discount rate of 7% has determined that the long-term liability associated with these benefit commitments was $31 million with net assets of $43.8 million. This means that the liability is over-funded by $12.7 million or a funded ratio of 141.1% (IIID.12.4). The Retirement Board of Authority (RBOA) oversees and implements the OPEB Trust, which has a targeted rate of return of 6.5%. In 2018, the RBOA modified the Investment Policy Statement to reduce the targeted rate of return from 7.88% to better align with the performance of the investments over the past five years. The trust as of June 30, 2021 has assets totaling $49 million.

The Retiree Benefit Fund was established to record land lease payments from the Evergreen Marketplace II retail development and to begin accumulating resources to offset the long-term retiree medical benefit liability. Once the OPEB Bonds were sold and the Trust Fund was established, this fund was used to accept the transfer in from the OPEB Trust Fund 75 to pay retiree medical benefits, which are anticipated to increase in the coming years.

STRS and PERS are experiencing and will continue to experience significant increases for several years. The District's assumptions and associated projections contained in the budget reports account for these increases. The District's projections include the current year and three additional out-years. Additionally, the District has experienced unprecedented increases to its medical premium, which are illustrated in the budget reports. The District is actively engaged in joining a pool to leverage economies of scale to mitigate these cost increases.

Contractual caps on leaves and overload helps to keep liabilities associated with compensated absences at a reasonable level. These liabilities are reflected in the District's financial statements. The contractual "vacation accrual" for CSEA and MSC unit members is defined in the Collective Bargaining Agreements and Administrator contracts.

Analysis and Evaluation

In accordance with shared governance, both the College and the District have maintained a plan in which members of all constituency groups play roles in the creation and maintenance of mechanisms to ensure that all long-term obligations are met by careful management of the OPEB investment. It is extremely challenging for the College (and the District) to respond to an uncertain economic forecast. Under the circumstances, however, the College and the District have established a structure and mechanism that will continue to play a key role in implementing short-term and long-term strategies as the College continues to address challenging fiscal matters. The District is very careful to manage for future contingencies and has a sound fiduciary plan.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The College does not allocate resources for any local debt, as that is the function of the District. The District's locally incurred debt is the debt associated with the Measure G ($339, 636, 513 outstanding debt as of June 30, 2021) (IIID.13.1-2) & Measure X ($669,415, 985 outstanding debt as of June 30, 2021) (IIID.13.3-4), bonds and the bonds associated with funding the OPEB Trust

(IID.13.5). Voters of the District authorized the issuance of for capital outlay purposes.

Since the level of locally incurred debt is so small compared with the District budget, it has very little impact on meeting the overall fiscal obligations of the District. In fact, the debt-service associated with the OPEB Bonds is less than the annual payment for retiree benefits made by the OPEB Trust.

Analysis and Evaluation

With a robust Fund Balance and relatively small locally incurred debt, the College, and therefore the District, has the resources to repay its obligations.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Grant and categorical programs are managed by campus fiscal staff and program directors (IIID.14.1). Fiscal staff and cost center administrators are responsible for monitoring expenditures and ensuring that grant funds are expended as intended. Fiscal services also supports department grant directors by co-monitoring expenditures with a dedicated grant staff person who generates reports and assists with state and federal audits (IIID.14.2). External auditors conduct annual audits of specially funded state programs as well as large federally funded programs from both a financial and compliance standpoint. The District has consistently received unmodified opinions in these areas.

The District currently has two General Obligation bond issuances, Measure G and Measure X. The bonds were issued under Proposition 39 for replacing and renovating District facilities. As required by law, the Citizens' Bond Oversight Committee is responsible for reviewing expenditures related to the District's $748 million general obligation bond (Measure X, approved by voters in November 2016), $268 million general obligation bond (Measure G-2010, approved by voters in November 2010), and $185 million general obligation bond (Measure G-2004, approved by voters in November 2004) (IIID.14.3). The activities and internal control over Measure G and Measure X General Obligation bond funds are also audited by an independent auditor. The District has consistently received unmodified/unqualified results from both the financial and performance audits (IIID.14.4-5).

Analysis and Evaluation

Through effective use of process and procedures, grounded by an internal control structure committed to full use of separation of duties, the District relies on participatory governance committees and administration to ensure all financial resources are used with integrity, consistent with the intended purpose of each funding source.

As described in previous standards, the District's integrated planning process involves all constituency groups working together with the administration to provide oversight of the resource allocation process and to ensure alignment of the allocation process with the District's overall institutional and financial goals. The District's internal audit function is also an integral piece of the internal control mechanism. The department provides continuous review and advisement to

campus wide departments to ensure integrity in decision-making and appropriateness in allocating resources.

Short- and long-term debt obligations are reviewed as part of the District's annual budget development process. All debt is accounted for and reported and audited as part of the District's annual financial statements. The District's auxiliary activities include a bookstore and food services. The bookstore lease and management of operations were outsourced to Follett Higher Education Group, Inc., in February 2018. The current food services vendor is i8 Foods.

The San Jose Evergreen Community College Foundation is a separate 503c organization that is dedicated to raising funds to support the District's students and programs. The foundation has its own set of internal controls. Donations are accounted for by foundation staff to ensure donated funds are expensed for donor designated purposes. The foundation is also audited annually by an independent auditor.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The College's annual default rate is well below the Federal guidelines under Title IV mandates. The three-year cohort default rate also falls below the Federal guidelines under Title IV (IIID.15.1). The District monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, as outlined in SJECCD Board Policy and Administrative Procedure 5130, Financial Aid (IIID.15.2-3).

Analysis and Evaluation

The District follows federal standards in monitoring student default rates. The District submits annual reports to federal, state, and local agencies to maintain compliance with regulations. The Financial Aid Office, under the direct supervision of the director of financial aid and scholarships and with guidance from the Vice President, Student Services, is tasked with oversight and administration of all federal and state-funded aid as well as student loan programs. Compliance with all federal and state mandates and regulations is managed through established processes and procedures performed by staff. The Director of Financial Aid recommends staff on advisor-level procedures and supplies departmental oversight.

Contractual Agreements

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

Evidence of Meeting the Standard

Per SJECCD Administrative Procedure 6340, Bids and Contracts, contractual agreements with external entities are consistent with the mission and goals of the institution, governed by

institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations (IIID.16.1).

Vice Chancellor of Administrative Services approves contracts for these services prior to any services being rendered. Board approval is required for contracted services in excess of the statutory bid limit of $99,000 (adjusted annually per the CCC Chancellor's office). The District has procedures for purchasing and contract requirements (IIID.16.2). Purchases exceeding the statutory bid limit for material, supplies, or services sold or leased to the District must be legally advertised, formally bid upon, and awarded by the Board of Trustees to lowest responsive bidder. There are two exceptions to the statutory bid limit: public contract code work and professional services. Public works projects require a formal bidding procedure if expenditures are greater than $99,000. This process must be completed before purchase orders can be issued. Professional services are exempt from bid requirements. Board approval is required for contracts regarding lease of facilities, either for District use of off-campus facilities or the use of District facilities by outside organizations, regardless of dollar amount.

The District contracts with outside entities for a variety of goods and services which support the effective operations of the institution, as well as its missions and goals. These written agreements include the District's standard Independent Contractor Agreement (ICA), short form Waiver of Liability Memoranda of Understanding between the District and other governmental agencies or nonprofit groups; and Leases and Facility Use Agreements (IIID.16.3-4).

An independent contractor is defined as an individual, rather than a company, who performs a service for the District. Contracts are required for service work performed by an independent contractor. Any new independent contractors are required to fill out a W-9 form and an optional Business Enterprise Certification form. Service work can consist of performance agreements, clinical agreements for placement of students in clinical settings, grant and sub-recipient contractual agreements, facilities usage agreements, and vendor agreements held by the District Office that provide revenue for the College and Associated Student Council. Various administrative procedures address this control over contractors and vendors (IIID.16.1, 5-10):

- SJECCD Administrative Procedure 6340, Bids and Contracts;
- SJECCD Administrative Procedure 6345, Bids and Contracts (UPCCAA);
- SJECCD Administrative Procedure 6350, Contracts—Construction;
- SJECCD Administrative Procedure 6360, Contracts—Electronic Systems and Materials;
- SJECCD Administrative Procedure 6365, Contracts—Accessibility of Information Technology;
- SJECCD Administrative Procedure 6370, Contracts—Personal Services; and,
- SJECCD Administrative Procedure 6380, Vendors.

Analysis and Evaluation

The College has sufficient controls in place to ensure that contracts and agreements are consistent with its mission and goals. Appropriate controls are in place to ensure the College's integrity is maintained in the process. All forms may be found in the Public Folders of the College, along with instructions on their use.

Conclusions on Standard III.D: Fiscal Resources

The District is dedicated to ensuring that fiscal resources are available to support, sustain, and

improve student learning programs and services while ensuring on-going fiscal stability. The District manages finances with integrity and long-term perspective to ensure ongoing financial stability to support the educational purposes of the college. Its budget includes the detailed review of cost assumptions, revenue projections, board budget principles and strategic priorities.

As a Basic Aid (or Community Supported) community college district whose local property taxes, student enrollment fee collections, and Education Protection Account funds exceed the revenue allocation determined by the current State funding model, it does not receive any general apportionment funding from the State. Rather, property tax growth and the local economy become the determining factors of funding. Since becoming community supported in FY 2012/13, the District has been careful with its fiscal forecasting, expense management and focused attention to compliance and process. It follows closely the budgeting and accounting methods that are contained in the California Community College's Budgeting and Accounting Manual and relevant sections of the Education Code and Title 5 of the California Administrative Code.

In 2020 as part of the bond refunding and the financing of $425 million of Measure X series, Standard & Poor's reaffirmed at an AA/Stable rating and Moody's Investor Services reaffirmed at Aa1. Both rating agencies performed extreme due diligence on the financials, enrollment, and management of the entire institution. Moody's Aa1 rating was reaffirmed based on the District's robust and diverse tax base and also reflects its stable financial position supported by management's prudent fiscal practices, which are confirmed by its healthy reserves and liquidity.

In close collaboration with human resources, the fiscal services team ensures that there is sufficient consideration to the fiscal implications of any long-term bargaining agreements. Its assumptions include adequate projections for step and column increases, along with relevant Cost of Living Adjustments (COLAs), Health, and Welfare premium changes, as soon as they are known. The District continues developing open lines of communication, transparency, and share information broadly as part of committees and governing board meetings. All contracts and budget revisions are presented to the Board.

The District also maintains strict adherence to deadlines imposed by the State Chancellor's office and submit the Quarterly Financial Status Reports (CCFS-311Q), Annual Financial and Budget Reports (CCFS-311), and Apportionment Attendance Reports (CCFS-320) on or before the stated deadlines, including in the midst of the COVID-19 crisis.

The audit process has been enhanced by extending the review of discretionary and travel expenses for all executives, in addition to the Chancellor. Although the pandemic imposed a significant shift in the operation, the district and college business services offices were able to process expenses and report on time. These offices have seen a significant increase in transaction volume with the multiple construction projects that are in design or construction, as well as with the increased funds in categorical resources, which requires the District to be extra vigilant with cash-flow projections and reporting.

Improvement Plan(s)

As a Basic Aid district, the District has a great opportunity for financial planning, allocations and performance management to continue through a process of evolution and design. It realizes that this unique fiscal situation allows it to rethink the service delivery model to add productivity and efficiency to provide the best educational services to students and the community.

The District continues to work with the colleges to refine a District-wide resource allocation model. The goal is to migrate from a true expense model to a revenue resource allocation model that is aligned with the Colleges' and District's strategic goals and strategies and that will utilize resources effectively to impact student success.

As the District and the College continue to modernize the institutions, they should consider performing studies leading to activity-based costing, invest in the design of performance metrics and indicators, and embark on a robust business intelligence effort to deliver critical business and operational data using executive management dashboards. Launching a Data Strategy effort to outline data owners, data stewards and by ensuring data accuracy throughout the different units, they would be in a stronger position to analyze.

Evidence List

- IIID.1.1 SJECCD 2022-2023 Adopted Budget Report
- IIID.1.2 SJECCD Board Policy 6250, Budget Management
- IIID.1.3 SJECCD Board Policy 6300, Fiscal Management
- IIID.1.4 SJECCD Resource Allocation Model Development, 2016
- IIID.1.5 SJECCD Board Policy 6200, Budget Preparation
- IIID.1.6 SJECCD Board Agenda for February 24, 2015, Category H, Item 2: Budget Study Session
- IIID.1.7 SJECCD Board Agenda for February 23, 2016, Category H, Item 2: Budget Study Session
- IIID.1.8 SJECCD Board Agenda for August 27, 2019, Category H, Item 11: Resource Allocation Model
- IIID.1.9 SJECCD Proposed Modifications to Resource Allocation Model, August 27, 2019
- IIID.1.10 SJECCD District Budget Committee website
- IIID.2.1 EVC Program Review Handbook
- IIID.2.2 EVC Integrated Planning Manual 2019
- IIID.2.3 SJECCD Strategic Priorities 2018-2025
- IIID.2.4 SJECCD Board Ends Policy Presentation Spring 2022-Student Success
- IIID.2.5 EVC Educational Master Plan 2022-2027
- IIID.2.6 SJECCD Board Policy 6200, Budget Preparation
- IIID.2.7 EVC Facilities Master Plan 2030
- IIID.2.8 SJECCD Board Agenda for June 14, 2022, Category E, Item 2: EVC: Educational Master Plan
- IIID.2.9 EVC Strategic Plan 2019–2022
- IIID.2.10 EVC Technology Master Plan 2017-2024
- IIID.2.11 EVC College Council website
- IIID.3.1 SJECCD District Budget Committee website
- IIID.3.2 EVC College Budget Committee webpage
- IIID.3.3 SJECCD District Budget Committee webpage
- IIID.3.4 SJECCD Board of Trustees Agenda for April 12, 2022, Category G, Item 3: Budget Study Session and FY2122 Q3 Budget Report
- IIID.3.5 SJECCD 2022-2023 Adopted Budget Report
- IIID.3.6 SJECCD Resource Allocation Model Development, 2016
- IIID.4.1 SJECCD District Budget Committee webpage
- IIID.4.2 SJECCD District Council webpage
- IIID.4.3 SJECCD Board Agenda for February 8, 2022, Category G, Item 5: Fiscal Year 2021-2022 Q2 Budget Report Ending December 31, 2021
- IIID.4.4 SJECCD Board Agenda for February 22, 2022, Category D, Item 1: SJECCD Fiscal Year 2020-2021 Independent Annual Financial and Audit Reports
- IIID.4.5 EVC College Budget Committee webpage
- IIID.5.1 SJECCD Board Policy 6300, Fiscal

Management
- IIID.5.2 SJECCD Board Policy 6100, Delegation of Authority, Business & Fiscal Affairs
- IIID.5.3 SJECCD Administrative Procedure 6300, Fiscal Management
- IIID.5.4 SJECCD Self Service website
- IIID.5.5 EVC College Budget Committee webpage
- IIID.6.1 SJECCD District Budget Committee Meeting Minutes from April 22, 2021
- IIID.6.2 SJECCD District Budget Committee Meeting Minutes for April 28, 2021
- IIID.6.3 SJECCD District Budget Committee Minutes for April 28, 2022
- IIID.6.4 SJECCD Audit Report AY2020-2021
- IIID.6.5 SJECCD 2022-2023 Adopted Budget Report
- IIID.7.1 SJECCD 2020-2021 Audit Report
- IIID.7.2 SJECCD Board Policy 6400, Financial Audits
- IIID.7.3 SJECCD Administrative Procedure 6400, Financial Audits
- IIID.7.4 EVC HEERF Allocation and Spending Plan, October 6, 2021
- IIID.8.1 CCCCO Contracted District Audit Manual, AY 2021-2022
- IIID.8.2 SJECCD Audit Information webpage
- IIID.8.3 SJECCD Citizens Bond Oversight Committee Annual Reports website
- IIID.8.4 SJECCD Citizens Bond Oversight Committee Meeting Schedule Agendas Minutes website
- IIID.8.5 SJECCD Purchasing Approval Matrix
- IIID.8.6 SJECCD Warrant Register Check Print Report as of August 24, 2022
- IIID.8.7 SJECCD Sample Invoice, PG&E, August 2022
- IIID.9.1 SJECCD Administrative Procedure 6300, Fiscal Management
- IIID.9.2 SJECCD Administrative Procedure 6305, Reserves
- IIID.9.3 SJECCD Ending Fund Surplus, Fund 10
- IIID.9.4 SJECCD Board of Trustees Resolution 083022-01, August 30, 2022
- IIID.9.5 SJECCD FY2020-2021 Adopted Budget, Fund 12
- IIID.9.6 SJECCD General Funds, Restricted and Unrestricted, Cash Flow Projection for FY 2022-2023
- IIID.9.7 SJECCD Joint Power Authority Self-Insurance
- IIID.10.1 SJECCD Board Policy 6300, Fiscal Management
- IIID.10.2 SJECCD 2020-2021 Audit Report
- IIID.10.3 SJECCD 2019-2020 Audit Report
- IIID.10.4 SJECCD Retiree OPEB Audit Report, June 30, 2022
- IIID.10.5 SJECCD Board Policy 3280, Grants
- IIID.10.6 SJECCD Administrative Procedure 3280, Grants
- IIID.10.7 SJECCD College Fiscal Coordinator Job Description
- IIID.11.1 SJECCD FY21-22 Third Quarter Budget Report
- IIID.11.2 SJECCD Board Policy 6250, Budget Management
- IIID.11.3 SJECCD Measure G Financial Audit Report 2022
- IIID.11.4 SJECCD Measure X Financial 2022 Audit Report
- IIID.11.5 SJECCD Retiree OPEB Audit Report, June 30, 2022
- IIID.11.6 SJECCD General Funds, Restricted and Unrestricted, Cash Flow Projection for FY 2022-2023
- IIID.11.2 SJECCD OPEB Bond Flow Chart
- IIID.11.3 SJECCD Nyhart Report for Fiscal Year Ending June 30,2021
- IIID.12.1 SJECCD District Budget Committee website
- IIID.12.2 SJECCD OPEB Bond Flow Chart
- IIID.12.3 SJECCD ROBA Futuris Annual Report LT, June 30, 2020
- IIID.12.4 SJECCD Nyhart Report for Fiscal Year Ending June 30,2021
- IIID.13.1 SJECCD 2010 Measure G Financial 2022 Audit Report
- IIID.13.2 SJECCD 2010 Measure G Performance 2022 Audit Report
- IIID.13.3 SJECCD Measure X Financial

2022 Audit Report
- IIID.13.4 SJECCD Measure X Performance 2022 Audit Report
- IIID.13.5 SJECCD Retiree OPEB Audit Report, June 30, 2022
- IIID.14.1 SJECCD Fiscal Services website
- IIID.14.2 SJECCD Audit Report for 2020-2021
- IIID.14.3 SJECCD Citizens Bond Oversight Committee website
- IIID.14.4 SJECCD Measure G Financial Audit Report 2022
- IIID.14.5 SJECCD Measure X Financial 2022 Audit Report
- IIID.15.1 EVC NSLDS FY17-18-19 Official Cohort Default Rate
- IIID.15.2 SJECCD Board Policy 5130 Financial Aid
- IIID.15.3 SJECCD Administration Procedure 5130, Financial Aid
- IIID.16.1 SJECCD Administrative Procedure 6340, Bids and Contracts
- IIID.16.2 SJECCD Requisition Guide, Purchase of Goods or Services
- IIID.16.3 SJECCD Independent Contractor Agreement
- IIID.16.4 SJECCD Waiver of Liability Agreement Non-Volunteer
- IIID.16.5 SJECCD Administrative Procedure 6345, Bids and Contracts (UPCCAA)
- IIID.16.6 SJECCD Administrative Procedure 6350, Contracts—Construction
- IIID.16.7 SJECCD Administrative Procedure 6360, Contracts—Electronic Systems and Materials
- IIID.16.8 SJECCD Administrative Procedure 6365, Contracts—Accessibility of Information Technology
- IIID.16.9 SJECCD Administrative Procedure 6370, Contracts—Personal Services
- IIID.16.10 SJECCD Administrative Procedure 6380, Vendors

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 Roles and Processes

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

Evidence of Meeting the Standard

The College has made great strides in cultivating an innovational culture and campus. Collaboration amongst all leaders within our institution, regardless of title or classification. In most recent years, leadership teams have emphasized the need for an increase in collaboration among all constituency groups and the support of initiatives led by specific groups.

Most recently, the College has started the innovative and necessary work to move our college forward into excellence. It adopted an Innovation and Effectiveness Plan as part of the Institutional Effectiveness Partnership Initiative (IEPI) working with a Partnership Resource Team (PRT) (IVA.1.1). As outlined in the Innovation and Effectiveness Plan, the faculty led Humanizing & Anti-Racist curriculum projects that supported the development in six humanizing & anti-racism projects beginning in fall 2021. This plan also outlines innovative efforts led by the classified staff with the Caring Campus initiative (IVA.1.2). This initiative consists of six behavioral commitments (three traditional/in-person and three virtual) developed by a large team of classified leaders in order to foster a culture of caring on the campus (IVA.1.3). Implementation began fall 2021.

New ideas, practices and systematic process have also been achieved through our Faculty and Classified Prioritization Committees which directly impact the College's resource allocation process. Each committee is chaired by its respective leader alongside the Vice Presidents of Student and Academic Affairs. In order to recruit and hire innovative and exceptional faculty and classified, the College has implemented a collaborative and data-driven process that identifies and prioritizes the needs of programs and departments for permanent positions.

Analysis and Evaluation

The College values, invests and empowers leaders of various backgrounds, constituencies, and experience to cultivate a college of excellence, innovation, and inclusivity. Collaboratively,

leaders throughout campus have achieved various forward-thinking, innovative practices to improve the identity of the College and continue the forward progress of the College. Though certain initiatives may be led by a faculty, classifies, student or administrator, there is still a collaborative effort to implement the innovative work that the College does, such as humanizing curriculum, establishing a more caring campus to its students or actively searching for innovative positions to improve the institution.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College is committed to and values participatory governance as the core of its decision-making processes. SJECCD Board Policy 2510, Participation in Local Decision-Making defines the Board of Trustees' commitment and obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for District Chancellor action under which the District is governed and administered (IVA.2.1). It establishes the foundation for the formation of committees representing the Academic Senate, Staff, and Students.

SJECCD Board Policy 2515, Participation of Recognized Employee/Student Representative Groups in Policy Development, stipulates the way individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees (IVA.2.2). It recognizes District employee and student representative groups shall be given the opportunity to participate in the development of Board policies and Board adopted procedures: Academic Senates, Classified Senates, Management, Supervisory and Confidential Employee Council, Associated Student Councils, FA-AFT 6157, CSEA 363 and Executive Management. The opinions and recommendations of these groups will be given every reasonable consideration. All representative groups mentioned herein may initiate and participate effectively in the formulation and development of proposals for new policies or Board adopted procedures.

The role of the Academic Senate in decision-making is outlined in SJECCD Board Policy 2511, Academic Senates, stating that the Board shall consult collegially with the San José City College, Evergreen Valley College, and District Academic Senates when adopting policies and procedures on academic and professional matters (IVA.2.3). Similarly, SJECCD Board Policy 2512, Academic and Professional Matters, states that the District Chancellor or their designee, or the Academic Senate Presidents or their designees, are responsible for the initiation and facilitation of appropriate collegial consultation on academic and professional matters (IVA.2.4).

The College implements established District policies and procedures that authorize administrator, faculty, and staff participation in the decision-making processes. The College's Integrated Planning Manual defines the basic process for collaborative decision-making (IVA.2.5). The decision-making process is one that provides for information and recommendations to flow from the individual standing committees and other recognized groups through the College Council to the President of the College. Administrators contribute to the decision-making processes via

participation in College Council (IVA.2.6). They provide information to all represented constituency groups, as well as putting forward recommendations for voting. Faculty plays a significant role in the decision-making process through the work of the Academic Senate. The recommendations, from the Academic Senate, are brought forward to not only the College Council, but the District Council as well. During Classified Senate meetings, Classified professionals have the opportunity to discuss, provide feedback, and develop recommendations to take to appropriate committees (IVA.2.7). Classified put forth recommendations as well as vote on action items to take forth to the College Council.

In regard to students, SJECCD Board Policies 2510, Participation in Local Decision-Making, and 2515, Participation of Recognized Employee/Student Representative Groups in Policy Development, provide for student involvement in the participatory process. Administrative Procedure 2510, Participation in Local Decision Making (IVA.2.8), lays out the procedure for the election of student members of the board and Administrative Procedure 2105, Election of Student Members (IVA.2.9), states the responsibilities of the student board members. Student representatives are often sought for participation in the governance process to ensure that their voices are heard. The Associated Students Executive Board represents all of the College's students on issues that affect them. Officers of the Associated Students are elected representatives for the student population and student representatives serve on a variety of committees.

Analysis and Evaluation

The College values and is committed to participatory governance as the foundation of its decision-making process. The Board is committed and has an obligation to ensure that all members of the district participate in the decision-making process. SJECCD Board Policy 2515 states that District employee/student representative groups shall be given the opportunity to participate in the development of Board policies and Board adopted procedures. The Integrated Planning Manual defines the basic process for collaborative decision-making. Student representatives are often sought for participation in the governance process to ensure that their voices are heard.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The College has policies that describe the roles that faculty, administrators, classified staff, and students have in relation to institutional policies, planning, and budget. While faculty and academic administration have primary responsibility for student learning programs, all constituencies have a voice in general institutional policies and procedures, planning, and budget. College community members may forward ideas or changes through shared governance committees or be placed on the College Council agenda and make a decision on whether to further investigate or place to vote.

Faculty

Through membership of major institutional advisory committees, including the College Council, the Institutional Effectiveness Committee (IEC), and the College Budget Committee (CBC),

faculty leaders participate in college shared governance. The Academic Senate addresses issues related to academic and professional matters as stipulated in Title 5 Article 2, Section 53200. Under the Senate's "10 plus 1" areas of responsibility, the Board has agreed to rely primarily upon Senate recommendations in areas 1-8, and to act in consultation with the Senate in areas 9-11 (IVA.3.1). Curriculum, Student Learning Outcome and Assessment, Distance Education, and Profession Development Committees report directly to the Academic Senate. Matters related to salaries, benefits, and working conditions are addressed in negotiations with the faculty union, San Jose Evergreen Federation of Teachers (AFT Local 6157). Moreover, the Academic Senate and the faculty union have permanent seats on the District Council and the District Budget Committee, and formal constituent group representation at all public meetings of the Board. All Senate meetings are open to the public, minutes of meetings are available online, and Senator's report to their respective constituencies. The roles of the Academic Senate and the faculty union are outlined in various board policies (IVA.3.2-8):

- SJECCD Board Policy 2510, Participation in Local Decision-Making;
- SJECCD Board Policy 2511, Academic Senates;
- SJECCD Board Policy 2512, Academic and Professional Matters;
- SJECCD Board Policy 2513, Collective Bargaining Matters;
- SJECCD Board Policy 2514, Fiscal Support for Academic and Professional Matters;
- SJECCD Board Policy 2515, Participation of Recognized Employee/Student Representative Groups in Policy Development; and,
- SJECCD Board Policy 2516, Appointment of Representatives.

The roles are also outlined in the Shared Governance Decision-Making Handbook, as well as the collectively bargained contract (IVA.3.9-10).

Administration

Participatory governance goals as well as individual responsibilities for administrative leadership are outlined in Board Policy 2516, Appointment of Representatives (IVA.3.8). The Management, Supervisory, and Confidential Council (MSCC) represents managers, supervisors, and confidential employees, except executive managers and any non-permanent employees. MSCC represents its members in discussion with the District concerning working conditions, economic and welfare matters, performance issues, disciplinary matters, and other employment related concerns. A represented employee may present individual concerns in these areas through regular administrative channels. The MSC Handbook outlines the definition, right, and responsibilities of each management type (IVA.3.11). Furthermore, Board Policies and Administrative Procedures exist for each management type (IVA.3.12-15):

- SJECCD Board Policy 7240, Confidential Employees Administrative;
- SJECCD Board Policy 7250, Educational Administrators;
- SJECCD Board Policy 7260, Classified Supervisors and Managers; and,
- SJECCD Administrative Procedure 7240, Confidential Employees.

Administrators are included on institutional advisory committees, including College Council, Institutional Effectiveness Committee, and the College Budget Committee. Administrators also serve on the Academic Affairs Council, the Student Affairs Council, the President’s Cabinet, and Academic Senate committees (e.g., Curriculum). All vice presidents, deans, supervisors, and directors are members of the Administrative Council, which meets to advise the College President

on college-wide issues and operations (IVA.3.16). The academic deans also meet regularly with the Vice-President of Academic Affairs regarding matters related to student success, academic programs and initiatives, and department and division needs and operations (IVA.3.17). With nearly every Council and Standing Committee including administrative representation, nearly all managers are involved in substantive but collegial roles in college policy and operations.

Classified Staff

On October 8, 2019, the SJECCD Board of Trustees approved the reinstatement of the Classified Senate at the College (IVA.3.18). The Classified Senate seeks to promote the voice of classified staff on non-collective bargaining issues and to provide recommendations and views on matters affecting the classified staff and the conduct, welfare, and growth of Evergreen Valley College. Participatory governance involves classified staff, as well. Standing councils and committees, including important advisory committees such as the College Council, the Institutional Effectiveness Committee, and the College Budget Committee, call for classified staff representation. Classified staff also participates in the District Council and District Budget Committee advisory bodies. The staff collective-bargaining unit, SJECCD California School Employees Association, Chapter 363, negotiates salaries, benefits, and working conditions on behalf of classified staff, and makes staff appointments to college committees, including screening committees (IVA.3.7-8, IVA.3.19).

Students

The Education Code and Title 5 regulations outline the rights of students in the College's governance process, and these rights are reiterated SJECCD Board Policies 2515, Participation of Recognized Employee/Student Representative Groups in Policy Development, and 2516, Appointment of Representatives (IVA.3.7-8). Most governance standing committees and councils reserve seats for student representatives, as does the District Board of Trustees. These student representatives, including the Student Trustee, are appointed by the Associated Student Government (ASG), the elected student government at the College. The ASG President serves on both the College Council and the District Council. Its College Council membership also includes student representatives appointed by the Associated Student Government.

Budget

The budget planning process is described in-depth in Standard IIID.1 on page 169, and Standard III.D.2 on page 171. The College does not practice zero-based budgeting; subsequently much of the college budget is pre-determined by existing commitments in personnel, facilities, and programs. Moreover, the college budget is set based on college priorities, and is integrated into the shared governance process, as described above. The College Budget Committee is the standing committee with principal responsibility in this area, but other governance committees may be involved in planning that affects the budget (e.g., Institutional Effectiveness, Safety and Facilities, College Technology) (IVA.3.20). College Council deliberates on Budget Committee recommendations before reporting to the College President.

Analysis and Evaluation

The College has board policies and administrative procedures that describe the participatory roles that faculty, administrators, classified professionals, and students have in relation to institutional policies, planning, and the budget. The organizational structure for shared governance clearly supports and encourages college-wide participation in and input from the faculty, classified staff,

administration, and students. The College has formal procedures and policy to ensure all groups have defined roles and opportunities to participate in decision-making processes. Participatory governance goals as well as individual responsibilities for administrative leadership are outlined in the Board Policy 2516. The Education Code and Title 5 regulations outline the rights of students in the College's governance process, and these rights are reiterated Board Policies 2515 and 2516. The budget planning process is detailed in Standard IIID.3 on page 173.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

In accordance with the Administrative Code, Title 5, it is the policy of the San Jose-Evergreen Community College District Governing Board to rely primarily upon the Academic Senates when adopting policies and procedures on academic and professional matters. The Academic Senates retain the right to present observations, assessments, and recommendations directly to the Board of Trustees. The Board policies establish well-defined structure regarding student learning programs and services. In particular, SJECCD Board Policy 2510, Participation in Local Decision-Making, states that the District shall accord the College Academic Senates rights in the areas of course, program, and curriculum development as outlined under the academic and professional matters in SJECCD Board Policy 2511, Academic Senates (IVA.4.1-2), and its subsections. SJECCD Board Policy 4020, Program, Curriculum and Course Development outlines grading and academic record policies, while SJECCD Board Policy 4222, Basic Skills Coursework (IVA.4.3-4), addresses basic skills and 4025, Philosophy/Criteria for Associate Degree & GE (IVA.4.5), includes a philosophy statement on general education.

Title 5 Section 53200 identifies "10 plus 1" policy and implementation areas that specifically involve Academic Senates in academic and professional matters. As stated in SJECCD Board Policy 2512, Academic and Professional Matters (IVA.4.6), the Board has agreed to rely primarily upon the advice and judgment of the Academic Senates on professional and academic matters, 1-8, and to reach mutual agreement in areas 9-10 and the "plus one."

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Process for program review
10. Processes for institutional planning and budget development
11. ("Plus 1") Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

The Academic Senate delegates routine curriculum issues to the All-College Curriculum Committee (ACCC), including course updates, approval of new courses, course deactivation, and

approval or revision of degrees and certificates (IVA.4.7). ACCC membership includes faculty (the committee chair, a representative from each division, the campus articulation officer, and an at-large member elected by the Senate), staff (schedule and catalog technician, and the articulation specialist), administration (2 appointments made by the College President), and two students (appointed by the ASG). The Vice-President of Academic Affairs serves as an ex-officio member of the committee. 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 (IVA.4.8). This committee provides guidance in identifying appropriate assessment measures for SLOs, provides structure for mapping of outcomes (course, program, institution) and documentation of assessment results, facilitates staff development on SLO assessment and reporting, promotes campus assessment dialogue through division/departments and campus activities, and provide campus-wide progress reports on assessment activities. This committee then forwards recommendations to Academic Senate, thus solidifying the role faculty play in the decision-making process. Finally, Academic Senate forwards recommendations to College Council.

Analysis and Evaluation

Title 5 states that the Board shall have policy that relies and is driven by Academic Senates in matters of adopting policies and procedures in regards to academic and professional matters, as outlined in SJECCD Board Policy 2510, Participation in Local Decision-Making. The Academic Senates also oversee committees that review academic and curriculum issue such as the All-College Curriculum Committee and Student Learning Outcome Assessment Committee.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Under Board Policy and Administrative Procedure 2510, Participation in Local Decision-Making (IV.5.15-16), all constituency groups have a role to play in college governance. The District Council is an all-district committee that advises the Chancellor on all district matters, pending decisions, and direction for the District (IVA.5.1). All constituency groups are represented in membership with minutes produced after each monthly meeting. The District Council also meets more informally as a Docket Meeting to discuss and review the impending Board of Trustees agenda for the next meeting. This takes place within the 72-hour window before a Board of Trustees meeting. The Docket schedule matches the Board's meeting schedule.

The District Budget Committee is district committee that advises the Vice-Chancellor of Administrative Services and includes the financial office of the District (IVA.5.2). All constituency groups are represented in membership with minutes produced after each meeting.

The District Institutional Effectiveness Committee is a standing committee of the District Council that fulfills an advisory, monitoring and coordinating role regarding matters related to institutional effectiveness and data governance (IVA.5.3).

The College Council advises the College President on matters of policy, budget, strategic planning, and other matters that are of overall college concern (IVA.5.4). All constituent groups

are represented through membership counting Ex Officio members including the vice-presidents and the president. The College Council meets twice monthly during the academic year, with minutes produced at every meeting for which there is a quorum.

The College Budget Committee advises and recommends budgetary and financial matters to the College Council (IVA.5.5). All constituent groups are represented through membership, including Ex Officio members, such as the Vice President of Administrative Services and the Budget Services Supervisor. The Budget Committee meets twice a month during the academic year, with minutes produced every meeting.

The Safety and Facilities Committee reviews and makes recommendations on capital projects, remodeling projects and safety plans and concerns of the College (IVA.5.6). All constituent groups are represented through membership. The Safety and Facilities Committee meets twice a month during the academic year, with minutes produced every meeting.

The Campus Technology Committee (CTC) assesses campus computer resources, as well as other appropriate technology, and makes recommendations to the College Council on matters relating to the acquisition and use of technology campus-wide (IVA.5.7). CTC also works with the District Information and Technology Support Services to assess and revise the College's Technology Plan regularly. All constituent groups are represented through membership, including the Supervisor of Campus Technology Support Services. The Technology Committee meets twice a month during the academic year, with minutes produced every meeting.

The Institutional Effectiveness Committee (IEC) assures that college planning is aligned with, and responsive to, the College's mission and goals (IVA.5.8). IEC also oversees College accreditation, program review and strategic planning processes. All constituent groups are represented through membership, including the Vice-President of Academic Affairs and the Campus Researcher as Ex Officio members. The IEC meets twice a month during the academic year, with minutes produced every meeting.

The College Archives Committee recommends policy and provides planning, management and oversight decisions of the College Archives, as well as the College Memorial Grove and the Heritage Collection (IVA.5.9). All constituency groups are represented through membership. The Archives Committee meets on an "as needed" basis.

The Student Equity Committee, formerly known as the Student Success Committee, works to promote student success through revision and updating the Student Equity Plan, the Early Alert Program and the Basic Skills Initiative as is manifests on the College (IVA.5.10). All constituency groups are represented through membership. The Student Equity Committee meets twice a month during the academic year, with minutes produced every meeting.

The Professional Development Committee is a subcommittee of the Academic Senate, which plans and coordinates staff development activities for all College employees, including creating the agenda and conducting Professional Development Days (IVA.5.11). The Professional Development Committee recommends directly to the College President or the Academic Senate, as appropriate. All constituency groups are represented through membership. The Professional Development Committee meets twice a month during the academic year, as well as planning meetings during the summer, with minutes produced every meeting.

The All-College Curriculum Committee is a subcommittee of the Academic Senate, with its purpose to review, approve and recommend additions, deletions and changes to the curriculum of

the College, including courses, degrees and certificates (IVA.5.12). The committee reports to the Academic Senate, as well as to the Chancellor for Board approval. All constituency groups are represented through membership, with the Vice-President of Academic Affairs as an Ex-Officio member. The All-College Curriculum Committee meets every two weeks during the academic year, with minutes produced every meeting when there is a quorum.

The Student Learning and Outcomes Assessment Committee is a subcommittee of the Academic Senate, and its purpose it to oversee and guide the College process for writing and incorporating student learning outcomes and assessment across the curriculum and programs (IVA.5.13). All constituency groups are represented through membership. The Student Learning and Outcomes Assessment Committee meets twice a month during the academic year, with minutes produced every meeting.

The Distance Education Committee is a subcommittee of the Academic Senate and recommends policy regarding all distance education coursework. All constituency groups are represented through membership (IVA.5.14). The Distance Education Committee meets twice a month during the academic year, with minutes produced every meeting.

Analysis and Evaluation

The College ensures the appropriate consideration of relevant perspectives. Additionally, decision-making is aligned with expertise and responsibility. This policy recognizes all the constituent groups and their roles, expertise and interests. Board policy also explicitly recognizes the roles of the Academic Senate, faculty, and staff collective bargaining unions, and other employee and student union groups. All constituency groups are represented in membership with minutes produced after each monthly meeting. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College implements established processes for decision-making. These processes are backed by our board policies, SJECCD Board Policies 2510, Participation in Local Decision-Making, and 2515, Participation of Recognized Employee/Student Representative Groups in Policy Development (IVA.6.1-2). Together they define all groups and authority from all groups to participate and initiate in the formulation and development of proposal for new policies and procedures. An example of this is demonstrated through the Faculty and Classified Prioritization processes that the College recently established (IVA.6.3-4). The Shared Governance Handbook defines the basic process for collaborative decision-making (IVA.6.5). The decision-making process is one that provides for information and recommendations to flow from the individual standing committees and other recognized groups through the College Council to the College President. The College takes pride in its system of collaborative decision-making; since this process both ensures that decisions are well informed and supports the institution's respect for the diverse perspectives of its members. The resulting decisions are documented through committee and council meeting minutes, which are published on individual committee webpages. Furthermore, decisions and updates are communicated to the institution through presentations at Professional Development Days (PDDs), college-wide emails, College Town Hall Meetings, and dissemination by committee member reports.

The College has participated in ongoing campaigns to facilitate communication that includes sharing of information between the campus community and the district office functions, as well as reporting on campus driven initiatives. An example of this is seen from a College Council meeting where information and updates are shared in regards to new board policies and procedures from our Human Resources Analyst. Presentation and documents were shared to all constituency groups to share information with respective personnel groups (IVA.6.6). Recent examples include the Chancellor's emails to the entire district, newsletter, and links on the College's home page to current topics (IVA.6.7-8). These methods of communication have created a much more connected campus community rather than the isolated one in the traditional silo structure of most college cultures. In addition to written communication, monthly visits to the College campus by Human Resources and Fiscal Services for Payroll and Purchasing are conducted (IVA.6.9). The College president also holds open forum campus wide meetings. These meetings provide the opportunity for the campus to meet face-to-face with a District representative to ask questions, and share information on the particular subject being highlighted at that forum (such as the budget or campus facilities planning). Representative to ask questions, and share information on the particular subject being highlighted at that forum (such as the budget or campus facilities planning).

Analysis and Evaluation

There are established standards for decision-making at all levels of the organization. Decisions are widely communicated across the campus on a regular basis using various methods, including committee agendas, minutes, and other updates. Administrators and committees with campus-wide bearing distribute documents through email to all members of the campus community, including part-time faculty. In addition, newsletters and other forms of information are utilized to keep the campus community aware of changes and trends.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Board of Trustees and District Evaluation Processes

Beginning with the Board of Trustees and extending through its shared governance committees, the College has implemented a process of regular evaluation to ensure effectiveness. At the end of each Board meeting, there is a Board Self-Evaluation of the meeting included in the agenda (IVA.7.1). The SJECCD District Office conducts a regular program review of all departments to evaluate what they are doing well and identify any needed.

The constant evaluation process to improve policies, procedures, and processes is an important part of the College's productivity and effectiveness in meeting its mission (IVA.7.2). The College communicates the results of its evaluations in several ways. First, the College Council provides a means of reaching each of the College's constituency groups. The Academic Senate and other shared governance committees are kept informed about any progress that is relevant to their areas of focus. Second, the College administration makes use of website postings, e-mails, professional development day updates, and campus forums to communicate plans and progress to the College. Third, the College invites participation in follow-up activities designed to address any needed

areas of improvement. For example, after IEC completed their evaluation of planning processes, they submitted a copy of the report (IVA.7.2). When they presented to college council to attach to the agenda that goes out to all campus members. These results were also shared from college council members to their respective constituency groups.

College Council

The College Council is the primary college recommending body to the President (IVA.7.3). The Council involves and utilizes the opinion of the constituent groups. The Council meets twice a month during the academic year with the College President as the Chair of the Council. The constituent groups represented are Management, Supervisory and Confidential Council (MSCC), a meet-and-confer group of administrators; the faculty bargaining unit (AFT 6157); the Academic Senate (made up of elected faculty representatives); the classified bargaining unit (CSEA Chapter 363); and students (known as the Associated Students Government). Each constituency group has votes on the College Council, and any group has the right to place items on the agenda. Evaluation of the College Council occurs internally through the council's productive work.

Institutional Effectiveness Committee

The Institutional Effectiveness Committee (IEC) is the central planning and coordinating body for planning activities of the College (IVA.7.4). The IEC initiates and leads the collaborative process of creating, modifying, and reviewing the College's strategic plan, program review and accreditation processes. In the spirit of continuous quality improvement, the committee reviewed the feedback and modified the program review template and processes for those undergoing program review during the 2015/2016 academic year.

Educational Master Plan (EMP)

The EMP steering committee consists of representatives from all constituent groups. The committee is currently evaluating all goals, practices, and college efforts. They are reviewing evidence of EMP outcomes to evaluate the continued relevance, goals of the previous EMP (IVA.7.5). Beginning in fall 2021, Evergreen Valley College kicked off its process for developing a new EMP with the goal of approving and adopting in spring 2022. The Plan was completed and shared out to the college in spring 2022 (IVA.7.5). This plan will serve as a guide for the College's future direction.

Academic Senate

A major responsibility of the Academic Senate as a whole is to carry out all responsibilities delegated to a community college academic senate by state law, the Board of Governors of the California Community Colleges, and the Board of Trustees (IVA.7.6). In addition to other work of the Academic Senate, the Academic Senate has an annual schedule of goals it must attain throughout the Academic Year.

These goals include:

- providing a recommended faculty hiring list to the President of the College by the end of October;
- approving and assigning faculty members to nearly all standing, ad hoc and screening committees;
- conducting elections for at-large senators and standing sub-committee chairs; and,
- participating in various state reports across the academic year.

The Academic Senate's sub-committees are the All-College Curriculum Committee, the Professional Development Committee, the Distance Education Committee, and the Student Learning Outcomes and Assessment Committee. Each of these committees, as well as the Academic Senate, has a method of internal evaluation, both formal and informal.

Classified Senate

The College's Classified Senate has reestablished since our last Accreditation cycle (IVA.7.7). Their charge is to stand as a body representing the various needs, concerns, and viewpoints of the classified staff not related to union negotiation matters. CS 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;
- An opportunity for enhancing the democratic process of informed decision-making at the College;
- A body through which the professionalism of classified is articulated and valued; and,
- An opportunity to develop individual leadership contribution and development among the college's classified professionals.

They are in their third year and regularly send out surveys to classified staff to provide feedback on how to improve activities and processes of the senate (IVA.7.8).

EVC Associated Students Government (ASG)

The ASG represents the students of the College, provides a vehicle for shared governance and student input, and participates in the affairs and activities of the College, in order to promote the general welfare of the students (IVA.7.9). The ASG accomplishes this through its Legislative Priorities and Legislative Platform. The organization relies on feedback and input from their student constituency, who are invited to visit the Associated Students offices or speak during the public comment section of AS Senate meetings.

Board of Trustees

The Board has asserted that in order for it to know how well the District is progressing toward its goals and objectives, it needs regular and comprehensive information (IVA.7.10). Directed by the SJECCD Chancellor, the College President is instructed to develop procedures for gathering and presenting data needed by the Board. The Board's appraisal and evaluation activities include:

- Periodic review of the Board's operation and performance, including an informal review of its performance for each Board meeting, as the last event on each Board meeting;
- Review of continuing financial operations through receipt and study of periodic financial and audit reports;
- Study of regular reports and presentations on District operations with particular emphasis on aspects of the instructional program;
- Assessment of the planning of the College's instructional programs in relation to the instructional goals and outcomes;
- Annual appraisal of the performance of the Chancellor, who evaluates the College President(s); and,
- Continuing review of Board Policies and Administrative procedures to ensure accurate

reflection of the concerns of the community for the educational system and to encourage soundly based improvement in District programs and services.

Analysis and Evaluation

Leadership roles and the College's governance and decision-making processes are evaluated regularly to assure their integrity and effectiveness. In addition, the institution widely communicates the results of these evaluations and uses them as the basis for improvement. Beginning with the Board of Trustees and extending through the Chancellor and the College's shared governance committees, the College has implemented a process of regular evaluation to ensure effectiveness. The College has a healthy logistical structure that supports shared governance. All constituency groups have the opportunity to participate in shared governance, and the various senates, committees, associations, and councils have clearly defined roles in the organization. Each committee, council, and constituent group, as well as the Board and the college president, use methods of self-evaluation to ensure effective progress towards College goals. The College communicates the results of its evaluations in several ways. First, the College Council provides a means of reaching each of the College's constituency groups. The College administration makes use of website postings, e-mails, professional development day updates, and campus forums to communicate plans and progress to the College. College Council is the primary recommending body in the College. The Council must involve and utilize the opinion of all constituent groups.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

The College values and cultivates a culture of leadership amongst all constituency groups. All leaders throughout the institution play in integral role throughout all layers of the institution, whether it be student success, improving our academic services, fiscal, planning, innovation, or communication; all leaders have an equal role in all college matters regardless of title or classification. Collaboration amongst leaders is key to support its efforts for excellence, innovation, and inclusivity. Through collaborative leadership, the College continues to achieve forward-thinking, innovative practices to move forward and meet the needs of its present-day students. As previously outlined, examples of this exist in efforts to humanize curriculum and establishing a culture of care and equity through the Caring Campus initiative.

The College values and is committed to participatory governance as the foundation of its decision-making process. Employee groups and student groups are given opportunities to be involved in Board policies and adopted procedures. The Board is committed and has an obligation to ensure that all members of the District participate in the decision-making process. The Integrated Planning Manual defines the basic process for collaborative decision-making. The College Council serves as an example of all groups participating, having a voice, providing feedback and bring up issues that are important to them to ensure all voices are at the table.

The College has formal procedures and policy to ensure all groups have defined roles and opportunities to participate in decision-making processes and all have a role and voice when related to institutional policies, planning, and the budget. Moreover, the college budget is set based on college priorities and is integrated into the shared governance process.

The San Jose-Evergreen Community College District Governing Board relies primarily upon the Academic Senates when adopting policies and procedures on academic and professional matters. The Academic Senates retain the right to present observations, assessments, and

recommendations directly to the Board of Trustees. The Board policies establish well-defined structure regarding student learning programs and services and the role of faculty. Title 5 identifies "10 plus 1" policy and implementation areas that specifically involve Academic Senates. The Academic Senate also delegates to appropriate subcommittees such as Curriculum, Student Learning and Outcomes, and Professional Development Committees that report back to the Academic Senate.

The College ensures the appropriate consideration of relevant perspectives. Additionally, decision-making is aligned with expertise and responsibility. District policy recognizes all the constituent groups and their roles, expertise and interests. All constituency groups are represented in membership with minutes produced after each monthly meeting.

Leadership roles and the College's governance and decision-making processes are evaluated regularly to assure their integrity and effectiveness. All constituency groups have the opportunity to participate in participatory governance, and the various senates, committees, associations, and councils have clearly defined roles in the organization. Each committee, council, and constituent group, as well as the Board and the College President, use methods of self-evaluation to ensure effective progress towards college goals. The College communicates the results of its evaluations in several ways to the campus community. A prime example of effective communications to all constituency is via College Council.

Improvement Plan(s)

The College's participatory governance structure is an area of strength. There is a strong culture of participation and voice from all constituency groups. There is Board Policy that supports the role of all employee groups in shared governance and decision-making. Appropriate measures are taken to ensure content experts give feedback. Opportunity to bring up issues and voice concerns is available for all groups, including students. There are very few areas that may need improvement but a few may require some attention:

- Under effective communication amongst constituency groups, a more centralized form of communication to support College Council's efforts. A newsletter or email communication that would highlight all college committees and initiatives every month and any updates that need announcing.
- Though opportunity for student voices and participation are always available and encouraged, not all committees have student voices. Though College Council has strong student participation, other committees may still be lacking a consistent student voice.
- Under Evaluation of Planning Processes, a more recent scan may need to be conducted to evaluate current efforts and changes. The last scan was completed in 2016.

Evidence List

- IVA.1.1 EVC Letter for IEPI PRT Assistance, October 24, 2020
- IVA.1.2 EVC IEPI PRT Progress Report, November 24, 2021
- IVA.1.3 EVC Caring Campus Implementation Plan
- IVA.2.1 SJECCD Board Policy 2510, Participation in Local Decision-Making
- IVA.2.2 SJECCD Board Policy 2515, Participation of Recognized Employee/Student Representative Groups in Policy Development
- IVA.2.3 SJECCD Board Policy 2511, Academic Senates
- IVA.2.4 SJECCD Board Policy 2512, Academic and Professional Matters

- IVA.2.5 EVC Integrated Planning Manual
- IVA.2.6 EVC College Council Agenda for December 13, 2021
- IVA.2.7 EVC Classified Senate Meeting Minutes from January 21, 2022
- IVA.2.8 SJECCD Administrative Procedure 2510, Participation in Local Decision Making
- IVA.2.9 SJECCD Administrative Procedure 2015, Student Members
- IVA.3.1 SJECCD Board Policy 2512, Academic and Professional Matters
- IVA.3.2 SJECCD Board Policy 2510, Participation in Local Decision-Making
- IVA.3.3 SJECCD Board Policy 2511, Academic Senates
- IVA.3.4 SJECCD Board Policy 2512, Academic and Professional Matters
- IVA.3.5 SJECCD Board Policy 2513, Collective Bargaining Matters
- IVA.3.6 SJECCD Board Policy 2514, Fiscal Support for Academic and Professional Matters
- IVA.3.7 SJECCD Board Policy 2515, Participation of Recognized Employee/Student Representative Groups in Policy Development
- IVA.3.8 SJECCD Board Policy 2516, Appointment of Representatives
- IVA.3.9 EVC Shared Governance Decision-Making Handbook
- IVA.3.10 SJECCD AFT 6157 Collective Bargaining Agreement
- IVA.3.11 EVC Management, Supervisory, and Confidential Council (MSCC) Handbook
- IVA.3.12 SJECCD Board Policy 7240, Confidential Employees
- IVA.3.13 SJECCD Board Policy 7250, Educational Administrators
- IVA.3.14 SJECCD Board Policy 7260, Classified Supervisors and Managers
- IVA.3.15 SJECCD Administrative Procedure 7240, Confidential Employees
- IVA.3.16 EVC Administrative Council, Overview webpage
- IVA.3.17 EVC Joint Deans' Meeting for August 18, 2022
- IVA.3.18 SJECCD Board Agenda Item for October 8, 2019, Category F, Item 22: Evergreen Valley College Classified Senate
- IVA.3.19 SJECCD CSEA 363 Collective Bargaining Agreement
- IVA.3.20 EVC College Budget Committee minutes for February 9, 2022
- IVA.4.1 SJECCD Board Policy 2510, Participation in Local Decision-Making
- IVA.4.2 SJECCD Board Policy 2511, Academic Senates
- IVA.4.3 SJECCD Board Policy 4020, Program, Curriculum and Course Development
- IVA.4.4 SJECCD Board Policy 4222, Basic Skills Coursework
- IVA.4.5 SJECCD Board Policy 4025, Philosophy/Criteria for Associate Degree & GE
- IVA.4.6 SJECCD Board Policy 2512, Academic and Professional Matters
- IVA.4.7 EVC All-College Curriculum Committee (ACCC) webpage
- IVA.4.8 EVC Student Learning Outcome Assessment Committee (SLOAC) webpage
- IVA.5.1 SJECCD District Council webpage
- IVA.5.2 SJECCD District Budget Committee webpage
- IVA.5.3 SJECCD District Institutional Effectiveness Committee webpage
- IVA.5.4 EVC College Council webpage
- IVA.5.5 EVC College Budget Committee webpage
- IVA.5.6 EVC Safety and Facilities Committee webpage
- IVA.5.7 EVC Campus Technology Committee webpage
- IVA.5.8 EVC Institutional Effectiveness Committee Charge
- IVA.5.9 EVC College Archives Committee webpage
- IVA.5.10 EVC Student Equity Committee webpage
- IVA.5.11 EVC New Employee Orientation Presentation, Participatory Governance, December 3, 2021
- IVA.5.12 EVC All-College Curriculum Committee webpage
- IVA.5.13 EVC SLOAC Website
- IVA.5.14 EVC Distance Education

Committee
- IVA.5.15 SJECCD Board Policy 2510, Participation in Local Decision-Making
- IVA.5.16 SJECCD Administrative Procedure 2510, Participation in Local Decision-Making
- IVA.6.1 SJECCD Board Policy 2510, Participation in Local Decision-Making
- IVA.6.2 SJECCD Board Policy 2515, Participation of Recognized Employee/Student Representative Groups in Policy Development
- IVA.6.3 EVC Faculty Prioritization Process and Committee Charge
- IVA.6.4 EVC Classified Prioritization Process and Committee Charge
- IVA.6.5 EVC Shared Governance Decision-Making Handbook
- IVA.6.6 EVC College Council Meeting of September 28, 2020, Draft Minutes
- IVA.6.7 SJECCD Chancellor Email to District, May 13, 2021, re: Surplus Land Community Meeting (May 15, 2021)
- IVA.6.8 EVC News webpage
- IVA.6.9 EVC Email Announcing HR on Campus, October 17, 2019
- IVA.7.1 SJECCD Board Agenda for July 12, 2022, Category I, Item 1: Board of Trustees to Discuss Board Meeting Performance
- IVA.7.2 EVC Evaluation of Planning Processes, 2016
- IVA.7.3 EVC College Council webpage
- IVA.7.4 EVC Institutional Effectiveness Committee Charge
- IVA.7.5 EVC Educational Master Plan
- IVA.7.6 EVC Academic Senate website
- IVA.7.7 EVC Classified Senate website
- IVA.7.8 EVC Email to Classified Staff re: EVCCS Emoji Survey, September 23, 2021
- IVA.7.9 EVC Associated Students website
- IVA.7.10 SJECCD Board Policy 2200, Board Duties and Responsibilities

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Through SJECCD Board Policy 2430, Delegation of Authority to the District Chancellor, the Chancellor has the authority to delegate to college administration (IVB.1.1); SJECCD Administrative Procedure 2430, Delegation of Authority to the District Chancellor, affords the chancellor the authority to delegate full responsibility and authority to the College's president to implement and administer delegated policies and accountability for college operations (IVB.1.2).

The District has policies, procedures, and practices that delegate authority to the President for hiring, financial and decision-making, and that help define the role and responsibilities of the college president (IVB.1.3-5). In alignment with SJECCD Board Policy 2430, the authority granted the college president is outlined in the college president's job description (IVB.1.6).

As the Chief Executive Officer (CEO) of the institution, the President has the primary responsibility of ensuring quality of all educational programs and services offered by the College in serving the students and the community-at-large.

The President regularly communicates through a variety of methods and modalities to both internal and external stakeholders, recognizing achievements, highlighting institutional priorities, goals and integrated planning. She further communicates the importance of a culture of evidence and a focus on student learning, while ensuring the results of institutional research influence planning, processes and the allocation of resources in order to improve student learning and institutional effectiveness.

The President has demonstrated leadership in all defined in the policies and job description while bringing her own style to the organization and implementing her vision of enabling the faculty and staff to perform efficiently in order to best serve the students.

The President provides organizational leadership to ensure that all departments and units are operating efficiently in serving the students and the community (IVB.1.7). She meets weekly with the executive team that consists of the Vice President of Academic Affairs, Vice President of Administrative Services and Vice President of Student Affairs to provide support and direction on the affairs of the College. She meets bi-weekly with the executive team members individually.

In addition, the President meets weekly with the President of Academic Senate, and monthly with the Classified Senate Executive Board for discussions, development and collaboration on professional growth activities and resolve any issues that may arise.

To engage the campus constituency groups in institutional planning, the President leads College Council and Administrative Council meetings bi-weekly, bringing together the College's executive leadership and Senates leadership for more effective communication and planning (IVB.1.8-10). In this way, she connects with her leadership core regularly to ensure clear communication in all areas.

The President serves as Chair of College Council, the College's main participatory governance

body (IVB.1.11). The College Council provides recommendations to the President based on information and action items. The President then provides the final decision to the College Council based on previous recommendations (IVB.1.12). Additionally, the President leads college wide planning efforts including the revision of the College's Educational Master Plan (EMP).

The President takes and active role in the budgeting and fiscal monitoring process by regularly meeting with the Vice President of Administrative Services to monitor operational expenditures. The President provides support and direction in resource planning and allocation, and salary and benefit expenditures; she regularly attends College Budget Council meetings and receives input from all constituencies (IVB.1.13, IVB.1.7). To augment available resources, the President actively encourages the campus to pursue external funding through grants at both the state and federal levels (IVB.1.14).

Through the shared governance process, the President plays an integral part in collegially developing rationale for personnel needs. Board policies outline hiring practices (IVB.1.15) and ensure a commitment to diversity that aligns with the College and District missions (IVB.1.3). The President operates within the participatory governance structure to determine new positions and prioritization.

In order to recruit and hire innovative and exceptional faculty and classified professionals, the College engages in a collaborative and data-driven process that identifies and prioritizes the needs of programs and departments for full-time and part-time positions. The Faculty Prioritization Committee and the Classified Prioritization Committee were established to carry out this process and make hiring recommendations to the College Council and President (IVB.1.16-17). Personnel decision are ultimately the decision of the President, with some decisions delegated to respective vice presidents. The President plays a primary role in selecting all new full-time faculty members, mangers, and supervisory/confidential staff. She interviews all finalists for these positions and then makes the final selection with a recommendation to the Board of Trustees.

In addition to hiring critical personnel, the President is committed to the ongoing professional development of college employees. In particular, the President created and implemented a new employee orientation seminar series, Making Connections that Count, which launched in 2021-2022 academic year (IVB.1.18). The President also collaborated with faculty and classified senates to develop and support professional development opportunities for faculty and staff that were connected to the college mission core values of equity, opportunity, and social justice. In spring 2021 and 2022, 47 faculty participated in the rich professional development opportunity, EVC Educators Taking Action: Humanizing Curriculum and Instruction Faculty Inquiry Groups (IVB.1.18). Under the President's leadership, college classified professionals adopted the Caring Campus Initiative and served as a campus sponsor (IVB.1.19). The Caring Campus Initiative was implemented in spring 2022 during the Classified Professionals Retreat.

Analysis and Evaluation

As the CEO, the President of the College maintains primary responsibility for the quality of the College in accordance with established policy, the participatory governance structure, and as delegated by the Board of Trustees. She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The President effectively plans an administrative structure organized and staffed to reflect the mission of the college. Furthermore, the president is authorized to delegate authority to administrative staff consistent with their responsibilities.

The Chancellor delegates the administration of the College per SJECCD Board Policy 2430, Delegation of Authority to the District Chancellor (IVB.2.1). The President is the chief executive and administrative officer of the College. The President's duties include both an over-arching set of responsibilities and a series of specific leadership activities within the College. The President brings to this structure a codified list of duties and a philosophy that fosters the ongoing stability of the institution.

As the College's Chief Executive Officer, the President directly oversees the three vice presidents, and meets with them individually and as a group during executive sessions (IVB.2.2). Upon arriving at the College, the President did an evaluation of the student services area and completed a total reorganization that addressed staffing shortages, efficiencies, and student success aspirations. The reorganization further aligned the purposes of individual departments and services, to meet the College's overarching needs related to student success, outreach, counseling, services, and areas of growth.

The Vice President of Academic Affairs oversees all instructional programs and services offered by the College (IVB.2.3). The Vice President of Student Affairs oversees the Dean of Enrollment Services, the Dean of Student Success, and related student service departments (IVB.2.4). The Vice President of Administrative Services has no deans, rather directors who oversee operational units such as Business Services, Grounds, Custodial, Facilities, and CTSS (IVB.2.5). The President maintains a current organizational chart reflective of the College's leadership and workflow structure. An updated copy of the organizational chart is in Section D on page 46.

Regular meetings between the constituency groups keep the President informed of how well the College is running and this enables information to flow down from the President to the constituency groups, as well as flow up from the constituency groups to the President (IVB.2.6). In this way, the President is kept informed and is able to assess how well the duties and tasks she has delegated are carried out, making adjustments as needed. The President communicates the affairs of the College to chancellor frequently. Although decision making is guided by participatory governance, the President has authority as final decision maker.

Analysis and Evaluation

Policies and procedures are in place to provide the delegation of authority from the President to administrators, and others, consistent with their roles and responsibilities and that reflects the size, complexity and mission of the College. These policies describe the President's responsibilities as both an over-arching set of tasks and a series of specific leadership activities with the College. This collaborative leadership and balance of authority ensures the College's stability.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- ***establishing a collegial process that sets values, goals, and priorities;***
- ***ensuring the college sets institutional performance standards for student achievement;***
- ***ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;***
- ***ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;***
- ***ensuring that the allocation of resources supports and improves learning and achievement; and,***
- ***establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.***

Evidence of Meeting the Standard

Through Board Policy and Administrative Procedure 3250, Institutional Planning (IVB.3.1-2), the Chancellor delegates authority to the President for institutional planning to guide institutional improvement of the teaching and learning environment. To support transparency and collaboration in planning, the President holds bi-weekly College Council and Administrator Council meetings that include the College's executive leadership and campus senates' leadership (IVB.3.3-5). Additionally, the President collaborates with key college governance committees focused on curriculum, learning outcome assessment, student achievement and program review. The President further maintains ongoing communication with the college community through updates and reports given at College Council (IVB.3.4).

The President relies on a variety of reports on institutional performance and monitoring reports that are shared with the Cabinet and the Administrative Council, which is the leadership body of the College. Additionally, updates are presented at College Council, which is the shared governance body of the campus (IVB.3.4-5).

The President has established collegial processes to set values, goals, and priorities. Most recently, the President spearheaded the timeline for the revision of the College's Educational Master Plan (EMP). This process included the creation of the participatory EMP steering committee, establishing goals for the EMP process, and ensuring college engagement through listening sessions (IVB.3.5-7).

The President worked with the Vice-President of Academic Affairs, the campus researcher, and the Institutional Effectiveness Committee (IEC) to ensure that the college set appropriate floor and aspirational Institution Set Standards (ISS). The ISS are included in the EMP and the President's Annual Report (IVB.3.8).

With the EMP as the long-term visionary plan for the College, the President has ensured that the educational planning is integrated with resource planning and allocation in support of student learning and success, and that the allocation of resources reinforces and improves learning and success. The EMP has strengthened the evaluation of overall planning by adding targeted recommendations for future planning that impacts the Institutional Effectiveness and Budget Committee's joint evaluation of resource allocations and process effectiveness. Program review requires programs to discuss student learning and achievement, attach their resource requests to

student success, and assess the impact previous and current budget allocations have had on improving teaching and learning. IEC evaluates the overall institutional planning and implementation efforts. Throughout this process, the guiding principle is for all members to work collegially with one another in making decisions that are in the best interest of the students and the College.

Analysis and Evaluation

Through the participatory governance process, the President piloted institutional improvement of the teaching and learning environment by setting and abiding by the College's mission, vision, values, goals and standards. The President ensures evaluation and planning depend on high quality research and analysis of external and internal conditions. The development of the Educational Master Plan was constructed around such study. Program reviews are directly interconnected to improvement of student learning and resource allocation processes.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

In accordance with SJECCD Administrative Procedure 3200, Accreditation, the President assigns the College's accreditation liaison officer (ALO) to take charge of the campus-wide accreditation efforts (IVB.4.1). The College's accreditation structure is that of a TRI- Chair model, meaning that classified professionals, faculty, and administrators represent the leadership of the accreditation process. The Tri-Chairs are a diverse number of administrators, classified professionals and faculty taking a leadership role in making the College aware of accreditation and in engaging the campus in discussion about accreditation. In addition, the Tri-Chairs participated in the development of the 2022 ISER and carried out roles and responsibilities to demonstrate and to assure the College's compliance with accreditation standards and commission policies. For more detail on the self-evaluation process, please see Section C on page 27.

The President has supported this effort through allocation of staffing resources. She also supported opportunities for the ALO and accreditation Tri-Chairs the opportunity to attend webinars, conferences, and accreditation trainings.

The President serves as a knowledgeable advisor leading the College through the accreditation process. Through her leadership, she ensures that adequate resources are provided to support the accreditation self-evaluation effort. The President and ALO meet on a regular basis to ensure that the College is on track with its accreditation efforts, and the President is committed to a transparent process with participation from all constituency groups.

The process includes periodic updates by the ALO and Tri-Chairs members to all stakeholder groups. In addition, accreditation updates are provided during the semester Professional Development Days (PDD) (IVB.4.2-3).

Analysis and Evaluation

As the CEO, the President serves as a knowledgeable advisor leading the College through the

accreditation process. The President provides support and ensures that adequate resources are provided to support the accreditation process. Accreditation at the College is a shared responsibility. The Tri-Chair model consist of management, faculty and classified professionals leading the charge for assuring compliance with accreditation requirements.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Per SJECCD Board Policy 2410, Board Policies and Administrative Procedures (IVB.5.1), policies and procedures undergo review and are updated by the Board of Trustees, the Chancellor, the President, and the constituent governance groups on a regular basis to ensure that they are consistent with the requirements of statutes as well as the College's mission and goals. Through the board policy and job description, the President is granted responsibility and authority to assure the implementation of statues, regulations and governing board policies. All policies and procedures of the District Policy Manual are cross-referenced with pertinent provisions in the Education Code, state law, and federal law. The President will confer with the chancellor who may utilize legal counsel or other specialists as needed to ensure compliance with statutes, regulations, and governing policies.

SJECCD Board Policy 6100, Delegation of Authority, Business & Fiscal Affairs (IVB.5.2), requires the President to establish processes to ensure the College's fiscal management is in accordance with the principles outlined in Title 5. The fiscal management of the College is delegated to the Vice President of Administrative Services and her team, which includes budget managers and accounting staff. The Vice President Administrative Services and her team receive direct support from the Vice Chancellor of Administrative Services and his team at the District Office.

The President has a strong record of adhering to these prescribed responsibilities. She regularly reviews the budget with the Vice President of Administrative Services and performs a detailed analysis of revenues and expenditures for the College (IVB.5.3). She actively participates in the budget development process by meeting with the College Budget Committee, her executive team, district administrators and other college leaders (IVB.5.4).

The President has maintained her accountability to the Board and the college community by providing regular financial reports at Board and College Council meetings, and to employees and the public via email messages and open-forum settings. As part of that communication effort, the Vice President of Administrative Services is often asked to provide the College and any other constituents with detailed information on college finances from the local, state, and federal perspectives, along with the potential impacts on students and/or employees (IVB.5.5). The President has final authority to approve resource allocation requests.

Analysis and Evaluation

Through the Board policy and job description, the President is granted responsibility and authority to assure the implementation of statues, regulations and governing board policies. For accountability and transparency, the president regularly reviews the budget and performs a detailed analysis of revenues and expenditures of the College to present to the Board and other

constituents. She actively participates in the budget process with the College Budget Committee and other constituency groups. The President has final authority to approve resource allocation requests and has continued to demonstrate sound leadership in fiscal matters.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President communicates effectively with the campus and with the communities served by actively informing members of the College and the community of ongoing and current events that the Office of the President is involved with, including proceedings of the governing board. The President's newsletter *Tammeil's Tidbits,* and *EVC Updates* newsletters are sent regularly to communicate highlights of accomplishments, announcements, and news events (IVB.6.1).

The College has a long and prominent history in the Evergreen and East Side Union High School service areas, and the President has been a key figure in the very positive relationship with the many constituents of the community. Communications have been maintained by the President's active involvement in both formal events and regular activities throughout the region (IVB.6.2).

On-going dialogue with the community has been a high priority for the President and has served to maintain a strong support network for the College. The President has frequently thanked the community for supporting the College with the passage of bonds.

Analysis and Evaluation

The President maintains good communicative efforts with the campus and its partners. She maintains a strong relationship with the community, and continues to foster partnerships across the College's service area.

Conclusions on Standard IV.B: Chief Executive Officer

The President considers her primary role and responsibility to be the well-being of the College in all facets. In this way, she fosters an environment that celebrates participatory governance and inclusion from all constituencies. She enables her leaders at all levels to achieve institutionally-set goals and standards, and encourages practices in teaching and learning that create opportunities for growth through assessment, program review, and planning. She follows and implements board policies and administrative procedures, and ensures that they are being followed across the campus community. She actively communicates with the campus community and the region.

Improvement Plan(s)

The President is committed to expanding community access and initiatives, particularly related to the College's disproportionately impacted populations. Additionally, the President is particularly interested in ways that the East San Jose initiatives and Dual Enrollment initiatives can be productive and expanded.

Evidence List

- IVB.1.1 SJECCD Board Policy 2430, Delegation of Authority to the District Chancellor
- IVB.1.2 SJECCD Administrative Procedure 2430, Delegation of Authority to the District Chancellor
- IVB.1.3 SJECCD Board Policy 7110, Delegation of Authority, Human Resources
- IVB.1.4 SJECCD Board Policy 6100, Delegation of Authority, Business & Fiscal Affairs
- IVB.1.5 SJECCD Board Policy 2510, Participation in Local Decision-Making
- IVB.1.6 EVC President Job Description
- IVB.1.7 EVC Participatory Governance Committees, MSC Representatives 2022-2023
- IBV.1.8 EVC Administrator Council Agenda for September 6, 2022
- IVB.1.9 EVC College Council Agenda for December 13, 2021
- IVB.1.10 EVC College Council Meeting Minutes of September 28, 2020
- IVB.1.11 EVC College Council website
- IVB.1.12 EVC Shared Governance Decision-Making Handbook
- IVB.1.13 EVC College Budget Committee minutes for February 9, 2022
- IVB.1.14 EVC HEERF Allocation and Spending Plan, October 6, 2021
- IVB.1.15 SJECCD Board Policy 7120, Recruitment and Hiring
- IVB.1.16 EVC Faculty Prioritization Process and Committee Charge
- IVB.1.17 EVC Classified Prioritization Process and Committee Charge
- IVB.1.18 EVC New Employee Orientation Flyer, Fall 2022
- IVB.1.19 EVC Humanizing the Curriculum and Instruction
- IVB.1.20 EVC Caring Campus website
- IVB.2.1 SJECCD Board Policy 2430, Delegation of Authority to the District Chancellor
- IVB.2.2 EVC Administration Organizational Chart
- IVB.2.3 EVC Academic Affairs Organizational Chart
- IVB.2.4 EVC Student Affairs Organizational Chart
- IVB.2.5 EVC Administrative Services Organizational Chart
- IVB.2.6 EVC Participatory Governance Committees, MSC Representatives 2022-2023
- IVB.3.1 SJECCD Board Policy 3250, Institutional Planning
- IVB.3.2 SJECCD Administrative Procedure 3250, Institutional Planning
- IVB.3.3 EVC Administrator Council Agenda for September 6, 2022
- IVB.3.4 EVC College Council Agenda for December 13, 2021
- IVB.3.5 EVC College Council Meeting Minutes for September 28, 2020
- IVB.3.6 EVC Educational Master Plan webpage
- IVB.3.7 EVC Educational Master Plan
- IVB.3.8 SJECCD Board Agenda for April 13, 2021, Category E, Item 7: SJCC and EVC Activities and Program Showcases
- IVB.4.1 SJECCD Administrative Procedure 3200, Accreditation
- IVB.4.2 EVC Professional Development Day Agenda for March 25, 2022
- IVB.4.3 EVC Professional Development Day Schedule Fall 2022
- IVB.5.1 SJECCD Board Policy 2410, Board Policies and Administrative Procedures
- IVB.5.2 SJECCD Board Policy 6100, Delegation of Authority, Business & Fiscal Affairs
- IVB.5.3 EVC HEERF Allocation and Spending Plan, October 6, 2021
- IVB.5.4 EVC College Budget Committee minutes for February 9, 2022
- IVB.5.5 EVC College Council Agenda for September 26, 2022
- IVB.6.1 EVC Tammeil's Tidbits for September 23,2022
- IVB.6.2 EVC East Side San Jose Work 2021

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The District is governed by a seven-member Board of Trustees elected by individual Trustee areas as outlined in SJECCD Board Policy 2010, Board Membership (IVC.1.1). Additionally, the Board includes two advisory student Trustees, one for San José City College and the other for Evergreen Valley College, both of whom are elected by their respective student bodies.

The Board governs on behalf of the District and is committed to its responsibilities for representing the public's interests, assuring academic and facilities plans and programs are consistent with its institutional mission and ensuring the fiscal health of the District and all entities for which it is fiscally responsible: San Jose City College, Evergreen Valley College, the Milpitas Extension Center, and the Center for Economic Mobility. (IVC.1.2).

Within SJECCD Board Policy 2410, Board Policies and Administrative Procedures, the Board is also responsible for adopting Board Policies authorized by California law or deemed necessary to provide effective operations of the District. (IVC.1.3).

The District's Board Policies and Administrative procedures articulate the Trustees accountability in adherence to its mission and vision. These policies and procedures guide the colleges in the areas of academic quality, effectiveness and outcomes, student services and fiscal responsibility and stability. These policies and procedures are can be found on its BoardDocs site. (IVC.1.4).

Further, the Board ensures sound financial stability of the District by reviewing and approving the tentative and final budget. Each year, a schedule of tentative and final budget as well as board study sessions and required public hearing/s are provided to the Board by March 1st, per SJECCD Board Policy 6200, Budget Preparation. (IVC.1.5).

Analysis and Evaluation

District board policies and administrative procedures address and adhere to the Board's vision and mission and guide the colleges appropriately. The policies are updated on a regular basis, as needed.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Per Board Policy 2330: Quorum and Voting (IVC.2.1), the San Jose Evergreen Community College Board of Trustees acts by majority vote on all matters. However, in the following actions, a unanimous vote of all members of the board is required: authorization of a sale or lease of District real property to the state, any county, city, or to any other school or community college district; authorization to lease District property under a lease for the production of gas and declaration of an emergency pursuant to Public Contract Code Section 20654.

SJECCD Board Policy 2715, Code of Ethics/Standards of Practice (IVC.2.2) state that "Trustees recognize that authority rests with the Board majority in legal sessions and not with individual

Trustees." It also states that the "Board is made up of individuals with differing values and beliefs. Although there are individual expressions, there are no individual decisions. Trustees work with fellow Board members in a spirit of harmony and cooperation in spite of differences."

Additionally, the Board of Trustees' Ends Policies and Governance Principles contain a principle (pg. 20) (IVC.2.3) that addresses its governing style. Within it, language directs the Board to "…enforce upon itself whatever discipline is needed to govern with excellence" as well as "…monitor and discuss the Board's process and performance on a regular basis." Each Board meeting contains an agenda item titled "Board of Trustees to Discuss Board Meeting Performance," requiring an evaluation of performance at the end of each meeting.

The Board Ends Policies, Code of Ethics/Standards of Practice and Governing Principles details the manner in which the Board expects itself to act in relation to decision-making. Examples include: an encouragement of diversity in viewpoints; strategic leadership more than administrative detail; and collective rather than individual decisions.

Analysis and Evaluation

Board members, individually, demonstrate their support for Board policies and decisions, govern collectively and are supportive of final decisions.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board has established policies and procedures addressing the selection and evaluation of the District Chancellor in SJECCD Board Policy 2431, Selection of the District Chancellor & College Presidents (IVC.3.1) as well as evaluation of said Chancellor in SJECCD Board Policy 2435, Evaluation of the District Chancellor (IVC.3.2).

Evaluation of the Chancellor is an annual undertaking administered by the Board, who provides its conclusions and recommendations during a closed session of a Board meeting. Chancellor evaluation is based on SJECCD Board Policy 2435, Evaluation of the District Chancellor (IVC.3.2), the Chancellor's job description (IVC.3.3), and performance goals, objectives and priorities developed in alignment with SJECCD Board Policy 2430, Delegation of Authority to the Chancellor (IVC.3.4). The process also provides opportunities for input from all constituency groups listed in SJECCD Board Policy 2510, Participation in Local Decision-Making (IVC.3.5).

Analysis and Evaluation

The District's Board of Trustees are responsible for and authorized to establish a process for a Chancellor during a vacancy. The search committee is comprised of voting members as outlined by the Board of Trustees. In addition, non-voting HR staff are assigned to provide necessary support and assistance to the Committee and to ensure the committee composition is in compliance with Board Policies.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees is comprised of seven board members, and two Student Trustees elected by each college student body government, annually who form the independent, policy making body. The board represents the public interest as articulated in the following board policies (IVC.1-8):

- SJECCD Board Policy 2100, Officers (IVC.4.1);
- SJECCD Board Policy 2200, Board Duties and Responsibilities (IVC.4.2);
- SJECCD Board Policy 2345, Public Participation at Board Meetings (IVC.4.3);
- SJECCD Board Policy 2710, Conflict of Interest (IVC.4.4);
- SJECCD Board Policy 2715, Code of Ethics/Standards of Practice (IVC.4.5);
- SJECCD Board Policy 2716, Political Activity (IVC.4.6);
- SJECCD Board Policy 2717, Personal Use of Public Resources (IVC.4.7); and,
- SJECCD Board Policy 2745: Board Self-Evaluation (IVC.4.8).

Public interest is also assured by regular and formal communications with the public regarding Board activities and decisions through its public meetings. There is a standing item on every regular meeting agenda for in-person public comment, and minutes reflect that members of the public and college community frequently use this as an opportunity to voice their views on issues relevant to the Board. Each Board agenda contains four opportunities for public comment wherein they have up to 3 minutes allotted to each speaker with a maximum of 30 minutes per subject on matters of concern about Closed Session items; on matters not appearing on the agenda; on action items contained it the Consent Agenda; and prior to voting on any item contained in the action agenda (IVC.4.3). The public is asked to submit a comment card to the Board clerk in order to be recognized to speak. No action or discussion shall be undertaken on any public comments except that members of the Board or its staff may briefly respond to or ask a question for clarification regarding statements made or questions posed by persons addressing the Board under this agenda item.

The Board has remained a stable advocate for the Colleges and its Milpitas Satellite. While it has faced challenges from the community regarding actions and policies, the Board listens to individual public interests and prioritizes the well-being of the institution and its students.

Analysis and Evaluation

The Board of Trustees is appropriately representative of the public interest and lacks conflict of interest.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board establishes policies, as detailed in SJECCD Board Policy 2410, Board Policies and

Admin Procedures (IVC.5.1), that are consistent with the missions of the District (IVC.5.2), and ensures the quality, integrity, and improvement of student learning programs, services and the resources necessary to support them. Ultimately, the Board has the responsibility for the educational quality of the District and its colleges and extension center, and to address legal matters and fiscal health and stability (IVC.5.3).

Each year the Board receives biannual reports on disaggregated data related to the California Community College State Chancellor's Office Student Success Scorecard, monitoring aspects of the student success pathways including successful course completion, basic skills completion, retention, degree completion and transfer. These reports are reflected in the board agendas continually informing the Board's policy decisions including resource allocation (IVC.5.4).

The Board is directly engaged in educational quality through regular review and approval of recommended courses and programs (IVC.5.5). The Board provides guidance to the Chancellor by reviewing its Budget Principles on an annual basis. The Board receives regular reports from the Vice Chancellor of Administrative Services on the District and Colleges' fiscal health. The Board establishes policies related to legal matters, and actively engages in district and college fiscal decisions reflecting their fiduciary responsibility and integrity.

Analysis and Evaluation

The Board of Trustees meets this standard as outlined in its Global Ends Statement: "The San José-Evergreen Community College District exists to ensure all students, especially those with educational and/or socioeconomic challenges, will have the skills and capabilities to be successful in the next stage of their life, sufficient to justify the use of available resources," and by annually assessing board policies and administrative procedures necessary for the efficient operation of the District in fulfilling the District's mission, vision, values and strategic priorities.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board of Trustees publish the board and polices, administrative procedures, ends policies and governance principles via BoardDocs (IVC.6.1). Contained with Board Policies, Chapter 2, the following information can be viewed (IVC.6.2-5):

- SJECCD Board Policy 2010, Board Membership;
- SJECCD Board Policy 2200, Board Duties and Responsibilities;
- SJECCD Board Policy 2210, Officers; and,
- SJECCD Board Committees.

Administrative Procedures can also be located on BoardDocs under the drop-down menu (IVC.6.6).

Analysis and Evaluation

The District provides on online location for all Board Policies and Administrative Procedures, and hard copies are available through the District Office.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board acts in a manner consistent with its policies and administrative procedures, referring to them for all decisions (IVC.7.1). Its policies and practices, like all of those within the District, undergo a regular cycle of review and revision, per SJECCD Board Policy and Administrative Procedure 2410 (IVC.7.1-2)

The Board requires that policies and procedures be brought to the Board for final review and adoption (policies), as well as periodic evaluation. While adhering to existing policies, the governing Board also understands the need to regularly evaluate its policies and procedures and revise them as necessary. SJECCD Board Policy and Administrative Procedure 2510, Participation in Local Decision-Making outlines the participation of the Academic Senate, staff and students in developing recommended policies for Board Action and Administrate Procedures for action by the District Chancellor (IVC.7.3-4). Further, the Board looks to the District Council as a resource and clearinghouse when establishing and reviewing policies and procedures.

Board policies move through a systematic process, which include presentations at monthly District Council meetings as well as multiple opportunities for constituent group review. The preliminary draft for each chapter or individual policy/procedure is provided to the District Council for feedback. Constituent leaders share the policies/procedures with their respective groups and bring feedback to the next monthly District Council meeting. Feedback is considered and integrated, where appropriate, and presented as a final draft to District Council at the following meeting, as detailed in SJECCD Board Policy 2330, Quorum and Voting. (IVC.7.5). The Board requires that policies and procedures be brought to the Board for final review and adoption (with respect to policies), as well as periodic evaluation.

Analysis and Evaluation

The Board has a solid record of focusing on policy-making and strategic planning, allowing the administration, faculty, and staff to autonomously apply board policy and administrative procedures to the Colleges' educational programs and services. Additionally, Board of Trustees meeting agendas and minutes indicate that its actions are consistent with its policies and administrative procedures. The Board evaluates and revises its policies as necessary.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality through reports on the trend data of the Ends Policy metrics of student success and community impact (IVC.8.1-2).

The Board regularly reviews key indicators of student learning and achievement along with institutional plans for improving academic quality. The Board receives information about student

achievement and institutional effectiveness on a regular basis. The Office of Institutional Effectiveness and Student Success (IESS) prepares reports based on analysis of relevant data, which are presented in conjunction with the planned Board schedule (IVC.8.3). Reports include data from the Success Metrics Dashboard. These reports serve as the foundation of Board discussions about student achievement and institutional effectiveness.

Finally, presentations by college faculty, administrators, classified professionals, and students regarding campus programs and initiatives are provided throughout the year during Board meetings. More recent examples include San José City College's presentation and Evergreen Valley College's presentation on (IVC.8.4).

Analysis and Evaluation

The Board of Trustees regularly interacts with and reviews data on student performance. A recent example can be seen at the April 13, 2021 board meeting wherein a presentation on student outcomes/performance was provided by our Institutional Effectiveness team.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Board of Trustee members are encouraged to attend two conferences each year held by the Community College League of California, with one designed specifically for the education and networking of governing boards and the executive assistants to those boards (IVC.9.1).

The Board also holds regular study sessions as part of board development. These typically involve an outside facilitator and are held outside the traditional Board meeting schedule. A recent example is found on the March 22, 2022 Board Study Session wherein the Board was provided with a two-hour Brown Act Training (IVC.9.2).

Per SJECCD Board Policy 2100: Board Elections, the Board has a mechanism for providing continuity of Board membership and staggered terms of office (IVC.9.3). Trustee terms are staggered by an election process that opens only a portion of the seven seats every four years, and at all times at least one of the three members from the central district remains in office. Each term lasts four years, with an option for re-election, except the student Trustee, who serves for one year commencing May 15 of each year, per SJECCD Board Policy 2015: Student Members (IVC.9.4).

With resources from the Community College League of California (IVC.9.6), new member orientation begins when a candidate files to run for a Board position. The Chancellor provides information about the District and the colleges and extends an invitation to meet. Orientation/education continues from candidacy to election and covers all aspects of Board duties and responsibilities as outlined in the District's policies and administrative procedures

Analysis and Evaluation

The Board of Trustees has a program for development and orientation. It also has a formal, written process providing for leadership continuity and staggered terms of office.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

As a way to assess its performance, the Board of Trustees participate in a self-evaluation on various levels. First, the Board assesses its performance at the end of every single, regular board meeting through an evaluation based on a set of questions that advance the Board's Global Ends Statement and Ends Policies (IVC.10.1). Second, once a year, per SJECCD Board Policy 2745, Board Self-Evaluation (IVC.10.2), the Board assesses its performance by conducting a separate self-evaluation. This evaluation process is recommended to and approved by the Board. It serves as a tool to assess the Board's strengths and areas in which it may improve its functioning. The Board shares the outcomes of this yearly assessment through the Self-Evaluation Committee, who provides a report to the Board. The Board last did this in April 26, 2022; the Board voted to approve the Board Self-Evaluation Report and Recommendations (IVC.10.3).

Analysis and Evaluation

The Board of Trustees has a self-evaluation process, as defined in its policies and it uses the results from its self-evaluation to make improvements regarding its role, functioning, and effectiveness.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Code of Ethics for the Board of Trustees is listed in SJECCD Board Policy 2715, Code of Ethics (IVC.11.1). Trustees perform duties in accordance with their oath of office and commit to serving the educational needs of the citizens of the District in both educational and employment environments.

In the adoption and review of this code of ethics, the Board develops, reviews, and complies with its own Code of Ethics statement. These policy-level practices include obligations that encompass objectivity, teamwork, stewardship of resources, and responsibility. In addition, the Board complies with the open meeting law (the Brown Act). The college community is invited to Board meetings and has access to agendas and minutes on BoardDocs (IVC.11.2); hard copies of agendas and minutes are available at all institution locations for any member of the public to review and/or inspect, should they request them.

Also included in the Board's Code of Ethics are clearly stated procedures for censure and for

addressing any charge or complaint of Trustee misconduct as well as removal from office. Conflict of interest is addressed in SJECCD Board Policy and Administrative Procedure 2710, Conflict of Interest (IVC.11.3-4). Additionally, Conflict of Interest is addressed yearly through the Board's individual member completion of the County's Form 700 to verify that perceived fiscal conflicts of interest do not exist (IVC.11.5).

The Board's Governance Ends Policies and Governance Principles (IVC.11.6) outline the importance of ensuring that Trustees comply with all District Board Policies. The Board has a long history of following its Code of Ethics/Standards of Practice and treating each other and the community with courtesy and respect.

Analysis and Evaluation

The Board of Trustees upholds a Code of Ethics/Standards of Practice and conflict of interest policy, and individual board members adhere to the code. The Board has a clearly defined policy and administrative procedures for dealing with behavior that violates its code. All members of the Board fill out Conflict of Interest Disclosures forms every year.

The Board of Trustees has a self-evaluation process, as defined in its policies, that it activates at the end of each board meeting. All board members also participate in a more robust, yearly evaluation if its performance. Results arising from the regular and yearly evaluations are used to make improvements regarding its role, functioning, and effectiveness.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board adopts policies as authorized by law or determined by the Board as necessary for efficient operation of the District, per SJECCD Board Policy 2410, Board Polices and Administrative Procedures (IVC.12.1).

The Board delegates full responsibility and authority to the Chancellor to administer board policies and to implement administrative procedures without board interference, per SJECCD Board Policy 2430, Delegation of Authority to the District Chancellor (IVC.12.2). Adherence to this policy is addressed in SJECCD Administrative Procedure 2430, Delegation of Authority to the District Chancellor (IVC.12.3). The Chancellor is to issue administrative procedures to serve as statements of method for implementing board policy. The Board adheres to SJECCD Board Policy 2200, Board Duties and Responsibilities (IVC.12.4), which stipulates that the board delegate power and authority to the Chancellor to manage the District. The Board of Trustees effectively focuses on policies, including delegation of full responsibility and authority to the Chancellor to implement and administer board policies. Also included in Board Policy 2430, the "…District Chancellor is expected to perform the duties contained in the District Chancellor's job description and fulfill other responsibilities as may be determined in annual goal setting or evaluation sessions". The job description and goals and objectives for performance shall be developed annually by the Board in consultation with the District Chancellor. This practice ensures that the Chancellor is responsible for institutional operations through their job description including performance goals, annual goal setting and evaluation.

Analysis and Evaluation

Board of Trustees delegation of the administrative authority to the Chancellor is clearly defined in Board policies and administrative procedures. The Board also holds the Chancellor accountable for the operations of the District, the two colleges, the Milpitas Satellite campus, and the Center for Economic Mobility.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

SJECCD Board Policy 3200, Accreditation calls for the Chancellor to "…keep the Board of Trustees informed of approved accrediting organizations and the status of accreditation, ensure that the Board of Trustees is involved in any accreditation process in which Board participation is required; and provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report (IVC.13.1).

Training for the Board on the accreditation standards is conducted in the fall and includes the College Presidents sharing what they have learned from attending various ACCJC trainings and evaluation visits (IVC.13.2). The Board also reviews the final report Institutional Self-Evaluation Report (ISER) prior to submission to ACCJC (IVC.13.3).

Analysis and Evaluation

Conclusions on Standard IV.C: Governing Board

The governing Board of Trustees has appropriate policies and procedures to exercise their authority and assure the academic quality, integrity, and effectiveness of student learning programs and services, as well as the financial stability of the District and its entities. The governing board further has policies in place for selection and evaluation of the CEO, for the structure of the Board, for Board behavior, Board ethics, and Board training. The governing board acts in accordance with these policies.

Improvement Plan(s)

The Board of Trustees of the San José-Evergreen Community College District continues to evaluate its processes, policies and procedures in order to maintain currency and accuracy. It will continue to communicate with the community in order to best represent their needs and the needs of the District.

Evidence List

- IVC.1.1 SJECCD Board Policy 2010, Board Membership
- IVC.1.2 SJECCD Board Policy 2200, Board Duties and Responsibilities
- IVC.1.3 SJECCD Board Policy 2410, Board Policies and Administrative Procedures
- IVC.1.4 SJECCD BoardDocs Drop-Down Menu
- IVC.1.5 SJECCD Board Policy 6200, Budget Preparation
- IVC.2.1 SJECCD Board Policy 2330, Quorum and Voting
- IVC.2.2 SJECCD Board Policy 2715, Code of Ethics/Standards of Practice
- IVC.2.3 SJECCD Board Ends Policies and Governance Principles, 2017
- IVC.3.1 SJECCD Board Policy 2431, Selection of the District Chancellor & College Presidents
- IVC.3.2 SJECCD Board Policy 2435, Evaluation of the District Chancellor
- IVC.3.3 SJECCD Chancellor Job Description
- IVC.3.4 SJECCD Board Policy 2430, Delegation of Authority to the Chancellor
- IVC.3.5 SJECCD Board Policy 2510, Participation in Local Decision-Making
- IVC.4.1 SJECCD Board Policy 2210, Officers
- IVC.4.2 SJECCD Board Policy 2200, Board Duties and Responsibilities
- IVC.4.3 SJECCD Board Policy 2435, Public Participation at Board Meetings
- IVC.4.4 SJECCD Board Policy 2710, Conflict of Interest
- IVC.4.5 SJECCD Board Policy 2715, Code of Ethics/Standards of Practice
- IVC.4.6 SJECCD Board Policy 2716, Political Activity
- IVC.4.7 SJECCD Board Policy 2717, Personal Use of Public Resources
- IVC.4.8 SJECCD Board Policy 2745, Board Self-Evaluation
- IVC.4.9 SJECCD Board Policy 2345, Public Participation at Board Meetings
- IVC.5.1 SJECCD Board Policy 2410, Board Policies and Administrative Procedures
- IVC.5.2 SJECCD Board Policy 1200, District Mission
- IVC.5.3 SJECCD Board Policy 2200, Board Duties and Responsibilities
- IVC.5.4 SJECCD Board Ends Policies and Governance Principles, 2017
- IVC.5.5 SJECCD Board of Trustees Budget Principles, 2018
- IVC.6.1 SJECCD BoardDocs website
- IVC 6.2 SJECCD Board Policy 2010, Board Membership
- IVC.6.3 SJECCD Board Policy 2200, Board Duties and Responsibilities
- IVC.6.4 SJECCD Board Policy 2210, Officers
- IVC.6.5 SJECCD Board Committees 2022
- IVC.6.6 SJECCD BoardDocs drop down menu
- IVC.7.1 SJECCD Board Policy 2410, Board Policies and Administrative Procedures
- IVC.7.2 SJECCD Administrative Procedure 2410, Board Policies and Administrative Procedures
- IVC.7.3 SJECCD Board Policy 2510, Participation in Local Decision-Making
- IVC.7.4 SJEECD Administrative Procedure 2510, Participation in Local Decision-Making
- IVC.7.5 SJECCD Board Policy 2330, Quorum and Voting
- IVC.8.1 SJECCD Board of Trustees Meeting Agenda, December 14, 2021, Cat. I, Item 5: Biannual Reporting on Board's Ends Policies—Community Impact
- IVC.8.2 SJECCD Board Agenda, May 12, 2020, Category I, Item 1: Board Ends Policy Progress Report—Student Success
- IVC.8.3 SJECCD Board Schedule 2022
- IVC.8.4 SJECCD Board Agenda for April 26, 2022, Category F, Item 1: College Showcases
- IVC.9.1 Community College League of California website, Past Events page
- IVC.9.2 SJECCD Board of Trustees Training/Study Session, March 22, 2022, Brown Act Training
- IVC.9.3 SJECCD Board Policy 2100, Board Elections

- IVC.9.4 SJECCD Board Policy 2015, Student Members
- IVC.9.5 CCLC Resources, Publications webpage
- IVC.10.1 SJECCD Board Agenda for March 8, 2022, Category I, Item 1: Board Meeting Evaluation
- IVC.10.2 SJECCD Board Policy 2745, Board Self-Evaluation
- IVC.10.3 SJECCD Board of Trustees Meeting Agenda, April 26, 2022, Category F, Item 2: Board Self Evaluation 2021
- IVC.11.1 SJECCD Board Policy 2715, Code of Ethics
- IVC.11.2 SJECCD BoardDocs drop down menu
- IVC.11.3 SJECCD Board Policy 2710, Conflict of Interest
- IVC.11.4 SJECCD Administrative Procedure 2710, Conflict of Interest
- IVC.11.5 Santa Clara County eDisclosure, Form 700 Statement of Economic Interests
- IVC.11.6 SJECCD Board Ends Policies and Governance Principles, 2017
- IVC.12.1 SJECCD Board Policy 2410, Board Polices and Administrative Procedures
- IVC.12.2 SJECCD Board Policy 2430, Delegation of Authority to the District Chancellor
- IVC.12.3 SJECCD Administrative Procedure 2430, Delegation of Authority to the District Chancellor
- IVC.12.4 SJECCD Board Policy 2200, Board Duties and Responsibilities
- IVC.13.1 SJECCD Board Policy 3200, Accreditation
- IVC.13.2 SJECCD Board Agenda for March 23, 2021, Category C, Item 1: ACCJC Governing Board Training
- IVC.13.3 SJECCD Board Agenda for October 4, 2016, Special Board Study Session on Accreditation

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

Per SJECCD Board Policy 3100, Organizational Structure, the Chancellor is charged with organization structure of a multi-college District and maintaining delineation of lines of responsibility (IVD.1.1). Per SJECCD Board Policy 2430, Delegation of Authority to the District Chancellor, the Board of Trustees delegates executive responsibility to the District Chancellor (IVD.1.2). The District is working on a participatory governance handbook that will provide the district-office and district-wide organizational charts as well as defines the roles of each of the governing bodies (IVD.1.3-4). The Chancellor provides leadership and communicates expectations of educational excellence through various bodies, meetings, and documents, including District Council, Strategic Priorities, the Board's Ends' Policies, Chancellor's Cabinet, and in regular meetings with constituency groups (IVD.1.5-7). Evidence of establishing roles, responsibilities and the effective support of the Colleges can be found in the Delineation of Functions (IVD.1.8).

Analysis and Evaluation

The District has policies that define the organizational structure and the Board delegates appropriate authority to the Chancellor in this multi-college District. There are clearly defined roles, authority, and responsibilities between the district and colleges, and for each of the District governing bodies. The governance handbook draft was presented to the District Institutional Effectiveness Committee. The committee made several recommendations for future content. These additions will be made in the next edition of the handbook. The handbook will be produced twice a year with a link asking for readers to submit ideas for additional content.

The most recent review of the Delineations of Functions revealed same gaps in detail and areas of potential overlap in some functions. These areas have been noted and will be resolved through teams of stakeholders that will make recommendations to the Chancellor. In some cases, the delineation of functions map will not change, but correlating business process flows will be developed where more detailed roles and responsibilities are required. The Chancellor sets and effectively communicates expectations of educational excellence to the district and provides support for the effective operation of the colleges.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The Delineation of Functions Map establishes the operation responsibilities and roles between the District Office and the Colleges (IVD.2.1). The SJECCD Governance Handbook provides documentation regarding the role of district governance bodies (IVD.2.2). This handbook is being updated (IVD.2.3). The District Program Review process, District Council Meetings, and the regular meetings with constituency groups ensures effective and adequate District services (IVD.2.2-3). In collaboration with the College Research, Planning and Institutional Effectives Offices, the District's Office of Institutional Effectiveness and Student Success has completed a Data Road Map for the district data infrastructure and processes related to the Data Warehouse and data quality to address issues with data access, quality, and governance. The Institutional Research data environment schema and the Data Road Map were presented to the District community via two Brown Bag session held in Spring 2022 (IVD.2.4). The IR/IE functions across the District continue to collaborate to increase access, quality and understanding of data and to find ways ensure staff have access the data needed to assess and improve student outcomes. An assessment of the Institutional Effectives functions provides several recommendations to the District improve this function (IVD.2.5). The Resource Allocation Model Committee continues to meet and openly discuss issues of resource allocation (IVD.2.6). The District Budget Committee meets monthly to review State Budget updates, quarterly and annual budget information and provide a forum for constituency groups to seek deeper understanding of the budget and budget process (IVD.2.7).

Analysis and Evaluation

The Chancellor maintains and adheres to the delineation of functions by reviewing, publishing, and putting into practice these functions in the appropriate locations. A thorough review of the Delineation of Functions Map revealed that some functions require a deeper dive to established business process and to sync any overlap of a limited number of functions. The District is engaged in process of collaborating with stakeholders to clarify these functions. A recently conducted external assessment of the Institutional Effectiveness functions, offices and technical tools made several recommendations to improve these functions at the colleges and district office.

The Chancellor ensures effective and adequate services from the District to the Colleges through the District Services Program Review, District Council, and the regular constituency groups meetings. These meetings and processes ensure opportunities for the colleges and constituency groups to provide feedback to the district about the effectiveness of services. District Council and the District Institutional Effectiveness Committee have access to self-reviews and survey data. Resource allocation is openly discussed through the District Budget Committee and the RAM Committee. Resource allocation discussions and the improvement of services are an ongoing discussion as we seek to continually improve district services to the colleges.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

SJECCD Board Policy 6200, Budget Preparation establishes the budget preparation process (IVD.3.1). The Chancellor presents the Board with an annual budget in accordance with Title 5, Section 58301, ACCJC Accreditation Standards, and the California Contracted District Audit Manual. SJECCD Administrative Procedure 6250, Budget Management delegates responsibility for general management of Fiscal and Business Affairs to the Vice Chancellor of Administrative Services (IVD.3.2). SJECCD Board Policy and Administrative Procedure 6300, Fiscal Management (IVD.3.3-4) detail the policy and administrative procedures for the prudent and sound management of fiscal resources and delegates overall responsibility for stewardship to the Chief Business Officer. The District RAM Committee is charged with creating a model that ensures resources that are adequate to support the effective operations and sustainability of the colleges (IVD.3.5). The District Budget Committee meets monthly to review State Budget updates, quarterly and annual budget information and provide a forum for constituency groups to seek deeper understanding of the budget and budget process (IVD.3.6). Budgets and Audit findings are regularly presented to the District Budget Committee, as well as the Board of Trustees, by the Vice Chancellor of Academic Services (IVD.3.7-8).

Analysis and Evaluation

The District has the policies, producers and practices for the routine review fiscal information by stakeholders and the Board of Trustees. The RAM Committee continues to meet to finalize their recommendations to the Chancellor regarding the proportion of the budget needed for the operation of the District Office and District-wide services. The resource allocation model is also a topic of discussion at the Chancellor's meeting with the stakeholders as well as meetings between the Chancellor, Presidents, and Vice Chancellor of Administrative Affairs.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

SJECCD Administrative Procedure 2430, Delegation of Authority to the District Chancellor establishes the Chancellor as the chief executive officer of the District, who delegates full responsibility and authority to the College Presidents to implement and administer delegated policies without the interference and holds College President's accountable for the operation of the colleges (IVD.4.1). SJECCD Board Policy 2436, Evaluation of the College Presidents, and Administrative Procedures 2436, Evaluation of the President of Evergreen Valley College and the President of San Jose City College, authorize the District Chancellor to conduct evaluations of the College Presidents at least annually (IVD.4.2-3). The evaluation process will be developed by the Chancellor with input from the Board of Trustees and criteria are based on Board Policy, the President's job description, and performance on goals and objectives.

Analysis and Evaluation

The District has clearly specified policies and procedures for the Chancellor to delegate authority to the College Presidents and hold the College CEO's accountable for the operation of the Colleges.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

SJECCD Board Policy 3225, Institutional Effectiveness, demonstrates the Board of Trustee's commitment to developing goals that measure the ongoing operational environment and to regular assessment of institutional effectiveness (IVD.5.1). SJECCD Administrative Procedure 3225, Institutional Effectiveness, directs that each college and the District develop, adopt, and publicly post goals including goals for student performance and outcomes (IVD.5.2). SJECCD Board Policy 3250, Institutional Planning, directs the Chancellor to implements broad-based, systemic, and integrated planning and to work with the Board of Trustee as established in the policy and procedure (IVD.5.3). SJECCD Administrative Procedure 3250, Institutional Planning, establishes that the respective planning bodies will review and revise plans for areas of operation such as institution effectiveness and research, program reviews, unit plans, Educational and Faculties Master Plans, Student Equity Plans, and also documents the District Strategic Priorities (IVD.5.4-5). The College Strategic Plans are aligned with the District's' Strategic Priorities (IVD.5.6-7). The College Faculties Master Plans (IVD.5.8-9) are the basis for the district's facilities planning and implementation. The Board's Ends' Policies and college performance are widely communicated (IVD.5.10-11). The College Educational Master Plans (IVD.5.12-13)will inform the District's Educational Master Plan, which will be completed in 2022-2023.

Analysis and Evaluation

The District and Colleges engages inboard based as well as operational planning and regularly evaluate progress being made in these plans. All planning and evaluations are conducted with the appropriate engagement from the stakeholders.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The District Council is the body where District and College staff, faculty, and administrators meet to discuss issues, share information and make recommendations to the Chancellor (IVD.6.1). District Council has broad membership including:

- the Chancellor (non-voting);
- 7 faculty representatives (2 from each College Academic Senate, 1 District Academic senate, 2 from the faculty union);
- 1 from each College Council;
- 4 District administrator representatives;
- 4 Classified Senate;

- 4 classified union;
- 2 student government;
- 2 from management, supervisory and classified; and,
- both College Presidents.

District Council meets monthly. Constituency leaders communicate information to their respective groups. Agendas, meeting minutes and documents are shared and stored using BoardDocs (IVD.6.2).

Chancellor's Cabinet is held weekly and consists of the Chancellor, President, Vice Chancellor Administrate Services, AVP Human Resources, and the District Public Information Officer. As needed, Extended Chancellor Cabinet is held which adds other members of the District's Administration to the Cabinet membership (IVD.6.3). College Presidents share information to with the appropriate college bodies. District staff are made aware of College operations, issues, and needs and align actions accordingly. The District and College also share information, discuss needs via the three District Shared Governance Committees: District Budget Committee, District Technology Planning Committee, and the District Institutional Effectiveness Committee (IVD.6.4-6). The Chancellor also has regular meetings with constituency group leadership where in information can be exchanged and issues further discussed (IVD.6.7).

Analysis and Evaluation

The District and Colleges have regular and robust means for timely and accurate communications to ensure the effective operations of the Colleges. Information is cascaded up and down in monthly District-wide committees as well as weekly Cabinet/Extended Cabinet meetings.

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The District and Colleges employ a number of mechanisms to regularly evaluate roles, governance and decision-making processes. The cycle for Board Policy and Administrative procedures review was recently changed from a 3-year review to a 6-year review after reassessing the process and timeline of Board Policy and Administrative Procedure reviews (IVD.7.1). The 3-year cycle was assessed be excessive given the timely updates from the Community College League of California as well as the regular engagement of staff in updating polices as conditions change (IVD.7.2). The undocumented Policy Committee has now become an official sub-committee of the District Council with its role now clearly defined (IVD.7.3). The District has conducted an in-depth review of the Delineation of Functions (IVD.7.4). Areas needing further attention have been identified and the relevant staff are working together to resolve any gaps or overlapping in functions (IVD.7.5). Each district-wide committee conducts a self-evaluation annually. At the end of each academic year, committee members are surveyed on their perceptions of the effective function of the committee (IVD.7.6-7). Results are reviewed at the opening meeting of the new academic year and the committee discusses what changes to make to increase the integrity and effectiveness of the committee's work (IVD.7.8). The District makes District Program Reviews and accompanying survey data available to the District Institutional

Effectiveness Committee and the District Council. In Spring 2022, the District held District Services Program Review Lightening Talks (IVD.7.9). These talks are designed to provide concise presentations of the results for each program review. The goals of the sessions are: to broadly distribute the results of District Services Program Review, give participants the opportunity to seek further information about the services, and provide programs with additional feedback to spark new insights and innovations.

Participants submitted questions to the programs, ask about the program review process, and provided feedback on the effectiveness of the Lightening Talks via survey following the event. A Summary Report of the questions, responses and assessment of the Lighten Talks were made available to the SJECCD community (IVD.7.10).

Analysis and Evaluation

The District and Colleges have multiple mechanisms for the review and evaluation of role delineation, governance, and decision-making processes. These reviews and evaluations work together to ensure the integrity and effectiveness of the roles, governance, and decision-making processes to enable the Colleges to meet educational goals for student achievement and learning. Results of these evaluative processes are communicated and the District uses them to make improvements.

Conclusions on Standard IV.D: Multi-College Districts or Systems

As evidence analysis have shown, the Chancellor provides leadership, communicates expectations of educational integrity and excellence and the District ensures the operational effectiveness of the colleges. Roles and functions are reviewed. The RAM committee continues to discuss and explore effective resource allocation practices while the district control expenses and ensures fiscal soundness. The Presidents have full responsibility and authority for the colleges while also aligning college and District planning. Assessment of roles, governance, and the effectiveness's of District support to the college are conducted and result are communicated.

Improvement Plan(s)

The Delineation of Functions needs to be reviewed to resolve areas of gaps and overlap. The Resource Allocation Model needs further dialogue and implementation. The Data Warehouse Road Map need to be implemented and publicized to ensure college have access to critical data to assess student success and operational barrier. The District will continue to find way to more broadly communicate the results of evaluations and use them to guide change.

Evidence List

- IVD.1.1 SJECCD Board Policy 3100, Organizational Structure
- IVD.1.2 SJECCD Board Policy 2430, Delegation of Authority to the District Chancellor
- IVD.1.3 SJECCD Institutional Effectiveness Committee Agenda for September 27, 2022
- IVD.1.4 SJECCD Governance Handbook 2022, Draft from DIEC (September 2022)
- IVD.1.5 SJECCD District Council Meeting Minutes for March 24, 2022
- IVD.1.6 SJECCD Strategic Priorities 2018-2025
- IVD.1.7 SJECCD Board Ends Policies and Governance Principles, 2017
- IVD.1.8 SJECCD Delineation of Functions Map
- IVD.2.1 SJECCD Delineation of Functions Map
- IVD.2.2 SJECCD Governance Handbook, 2015-2016
- IVD.2.3 SJECCD Governance Handbook 2022, Draft from DIEC (September 2022)
- IVD.2.2 SJECCD District Program Review Cycle DSPR
- IVD.2.3 SJECCD District Council Meeting Minutes for March 24, 2022
- IVD.2.4 SJECC Data Environment and the Data Road Map
- IVD.2.5 SJECCD Institutional Effectiveness Report and Recommendations with Appendices, August 1, 2022
- IVD.2.6 SJECCD RAM Retreats #1, 2, 3 Agendas
- IVD.2.7 SJECCD District Budget Committee Minutes for February 24, 2022
- IVD.3.1 SJECCD Board Policy 6200, Budget Preparation
- IVD.3.2 SJECCD Administrative Procedure 6250, Budget Management
- IVD.3.3 SJECCD Board Policy 6300, Fiscal Management
- IVD.3.4 SJECCD Administrative Procedure 6300, Fiscal Management
- IVD.3.5 SJECCD RAM Retreats #1, 2, 3 Agendas
- IVD.3.6 SJECCD District Budget Committee Minutes for April 28, 2022
- IVD.3.7 SJECCD District Budget Committee Meeting Minutes from April 22, 2021
- IVD.3.8 SJECCD Board of Trustee Minutes from June 14, 2022, Category D, Item 9: FY2022-2023 Tentative Budget Report
- IVD.4.1 SJECCD Administrative Procedure 2430, Delegation of Authority to the District Chancellor
- IVD.4.2 SJECCD Board Policy 2436, Evaluation of the College Presidents
- IVD.4.3 SJECCD Administrative Procedure 2436, Evaluation of the President of Evergreen Valley College and the President of San Jose City College
- IVD.5.1 SJECCD Board Policy 3225, Institutional Effectiveness
- IVD.5.2 SJECCD Administrative Procedure 3225, Institutional Effectiveness
- IVD.5.3 SJECCD Board Policy 3250, Institutional Planning
- IVD.5.4 SJECCD Administrative Procedure 3250, Institutional Planning
- IVD.5.5 SJECCD Strategic Priorities 2018-2025
- IVD.5.6 SJCC Strategic Plan
- IVD.5.7 EVC Strategic Plan
- IVD.5.8 SJCC Facilities Master Plan 2016
- IVD.5.9 EVC Facilities Master Plan 2016
- IVD.5.10 SJECCD Board's Ends' Policy Presentation Report, April 2021
- IVD.5.11 SJECCD Boards' Ends' Policy Presentation Report, October 2020
- IVD.5.12 SJCC Educational Master Plan 2021-2031
- IVD.5.13 EVC Educational Master Plan 2022
- IVD.6.1 SJECCD District Council Meeting Minutes for March 24, 2022
- IVD.6.2 SJECCD District Council BoardDocs Screen Grab
- IVD.6.3 SJECCD Extended Cabinet Meeting Minutes, June 8, 2022
- IVD.6.4 SJECCD District Budget Committee Meeting Minutes for April 28, 2021
- IVD.6.5 SJECCD District Technology

Planning Committee website
- IVD.6.6 SJECCD District Institutional Effectiveness Committee Meeting Minutes, March 22, 2022
- IVD.6.7 SJECCD Constituency Groups Meeting Schedule (Ask Sherri)
- IVD.7.1 SJECCD BP/AP Process Flow and 6-Year Cycle, May 2022
- IVD.7.2 SJECCD District Council Meeting Minutes for March 24, 2022
- IVD.7.4 SJECCD Delineation of Functions Map
- IVD.7.5 SJECCD Delineation of Functions Update and Gaps Process, August 2022
- SJECCD District Committees Self-Evaluation Process slides
- IVD.7.6 SJECCD District Institutional Effectiveness Committee Agenda from October 26, 2021
- IVD.7.7 SJECCD Committees Self-Evaluation Process (blank)
- IVD.7.8 SJECCD District Services Program Review Lightening Talks Invitation
- IVD.7.9 SJECCD District Services Program Review Lightening Talks Report

H. Quality Focus Essay

Introduction and Rationale

To support institutional improvement and transformation in instruction and services that will lead to improved student achievement outcomes, Evergreen Valley College is committed to humanizing the institution through antiracist inquiry and reflection. The focus of the College's QFE project is to support institutional improvement and transformation in instruction and services that will lead to improved student achievement outcomes and make the College adopted values of opportunity, equity, and social justice actionable.

The College has achieved significant accomplishments in its equity work and has an institutional culture that strongly supports social justice. To meet the needs of its student population, the College recently launched a cohort-based first-year experience model to provide critical services to all entering first-time students. The College also invested a year of study in investigating, developing, and adopting a new five-year Educational Master Plan and has brought together representatives from across the College to develop and implement more thoughtful pathways.

The College has been recognized as a 2021 Champion of Higher Education by the Campaign for College Opportunity, as an institution leading the state in supporting transfer students, and as an Equity Champion for excellence in transfer for Latinx students. In addition, the *Chronicle of Higher Education* recently recognized the College as the fourth most diverse faculty in the nation among community colleges.

While these accomplishments and accolades are significant milestones for the college community, the College painfully recognizes that there is still a persistent pattern of racial stratification and disparities for traditionally underrepresented students on our campus. Data from the Educational Master Plan revealed that while the College has a higher proportion of degree/transfer students (64.8%) compared to other Silicon Valley colleges (52.2%), it has lower degree completion rates at the three-year mark (QFE.1); these data can be seen in Table 32.

	Adult Ed/ESL	Short-term Career	Degree/ Transfer	Undecided	Total Students	% Degree/ Transfer
Evergreen Valley College	738	1,406	8,808	2,643	**13,595**	**65%**
Silicon Valley Schools	5,954	17,272	59,132	30,958	**113,316**	**52%**

Table 32: Student by Launchboard Journey Type, EVC versus Silicon Valley Schools
Note: Silicon Valley Schools include De Anza College, Evergreen Valley College, Foothill College, Gavilan College, Mission College, San José City College, and West Valley College.

Analysis of 2019-2020 graduation rates for first-time, full-time degree/certificate-seeking students revealed that only 30% earn an award within three years compared to the 46% percent average across the six other Silicon Valley community colleges. A review of key metrics revealed that students earn an average of 75 units upon degree completion and take an average of nine semesters to complete. Disaggregated data by race/ethnicity illuminated a pattern of equity gaps in student outcomes, particularly for Black/African American, Latinx, Asian, Hawaiian/Pacific Islander, and Native American students, with the widest gap showing 23.68 more units earned and

nearly three more semesters enrolled than that of White students to degree completion (QFE.2). There is more discussion of these data in Section B on page 10.

To actualize its new mission and vision, the College initiated projects to interrogate the institutional systems and structures that contribute to these disparate outcomes through focused inquiry and action-planning at the course, program, service, and procedural/practice levels.

The College does not intend to stay neutral in the struggle against racism and ensure that the College effectively nurtures success for all students. This work aligns with the Vision for Success goal of reducing equity gaps in all student success measures for traditionally underrepresented student groups. To support this work, the College submitted an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) request. The PRT team visited the College in spring 2021 and provided ongoing feedback as the College developed and engaged in this work (QFE.3-5).

Anticipated Impact on Student Learning and Achievement

Through surveys, focus groups, and intentionally centering student voices as the primary dataset for the College's 2022-2027 Educational Master Plan, building a culture of care that understands, values, and supports students lived experiences and provides clear academic direction to their goals is paramount (QFE.6). In addition, the College's newly adopted mission and vision and its singular yet significant goal to shorten students' time to completion and eliminate equity gaps in achievement provide clear direction internally and externally about its priority.

Implementation of the activities for each area will increase the College's capacity to create a learning environment where everyone feels welcomed and supported. In this way, the College is committed to individual and institutional growth that fosters innovative strategies for increasing student achievement and learning, shortening students' time to completion, and eradicating disparate outcomes for traditionally underrepresented students.

Outcome Measures

A. Curriculum and Instruction: The College adopted three objectives in the Innovation and Effectiveness Plan:
    a. Support faculty-focused humanizing and antiracist education projects identified through faculty inquiry groups. (In progress)
    b. Research and discuss modifications to curriculum approval process to include explicit responses on course/program development to meet the specific needs of racially minoritized students and equitable outcomes. (In progress)
    c. Investigate adopting an antiracism/equity Institutional Learning Outcome and syllabi statement (QFE.7). (In progress)
B. Student Services: The College adopted two objectives in the Innovation and Effectiveness Plan:
    a. Implement Caring Campus behavioral commitments campus wide. (completed)
    b. Develop and implement campus Student Success Teams to align with Career & Academic Pathways.
C. Research & Communication: The College adopted three objectives in the Innovation and Effectiveness Plan:
    a. Develop and implement Semester Snapshots by course and discipline on student demographics and success.

b. Develop and implement student focus groups on campus climate and understanding racially minoritized students' experience. (completed)
c. Use quantitative and qualitative data on campus climate, including student feedback, to inform revision of College's Educational Master Plan, Strategic Plan and Student Equity Plan. (completed/In-progress)

D. Policies, Procedures and Practices: The College identified five objectives in the Innovation and Effectiveness Plan:
   a. Develop framework for evaluating equity impact of college procedures and practices, integrating RP Group's Six Factors of Student Success.
   b. Design and implement systematic cataloging and review of college procedures and practices based on framework.
   c. Create and implement process and timeline for regular review and improvement of college procedures and practices.
   d. Explore adopting college standard operating procedure to ensure inclusivity in design and access to facilities (all-inclusive restrooms, etc.). (completed)
   e. Explore adopting a formal land acknowledgement statement that recognizes and respects Indigenous Peoples as traditional stewards of EVC land. (completed)
E. Professional Development: The College adopted two objectives in the Innovation and Effectiveness Plan:
   a. Develop and implement new employee orientation focused on Equity, Inclusion & Social Justice (QFE.8).
   b. Convene new faculty inquiry group cohort for Humanizing Curriculum & Instruction.

Evidence List

- QFE.1: EVC Educational Master Plan 2022-2027
- QFE.2: EVC Course Success Rates Disaggregated, AY 2014/15-2020-21
- QFE.3: EVC IEPI PRT Progress Report, November 24, 2021
- QFE.4: EVC IEPI PRT Final Visit Agenda for December 6, 2021
- QFE.5: EVC IEPI PRT Information
- QFE.6: EVC Caring Campus Implementation Plan
- QFE.7: EVC SLOAC Meeting Agenda for September 9, 2022
- QFE.8: EVC Seminar Series for New Employees Email from President Gilkerson, August 17, 2021

Project Action Plan

Area of Focus	Objective	Activity	Responsible Party	Target Date of Achievement	Resources Needed	Measure of Progress to Date
Curriculum and Instruction	• Support faculty-focused humanizing & anti-racist education projects identified through faculty inquiry groups. • Research and discuss modifications to curriculum approval process to include explicit responses on course/program development to meet the specific needs of racially minoritized students and equitable outcomes. • Investigate adopting an anti- racism/equity Institutional Learning Outcome and syllabi statement.	• Working with individual faculty/departments, develop and implement action plans for identified projects. • Embed anti-racism curriculum review in existing committee process. • Convene faculty work group to identify other opportunities in curriculum development process where equity work can be expanded and demonstrated. • Agendize discussion of a new anti-racism/equity ILO in the SLOAC Committee; formulate recommendations for adoption as applicable. (QFE.5)	• President Gilkerson • VP Pouncil, Academic Senate, Curriculum Committee • VP Pouncil, Academic Senate, Curriculum Committee, SLO Assessment Committee	Fall 2021 & Spring 2022 Spring 2022, Fall 2022 Spring 2022, Fall 2022	Supplies, additional training, faculty compensation depending on identified plans, $40K (IEPI Funding)	• Forty-five faculty participated in semester-long Faculty Inquiry Groups in spring 2022, resulting in five anti-racism projects (for example, incorporating service learning into their Ethnic Studies class to create community among Latinx students). There will be a new cohort for fall 2022. • The Curriculum Committee created an ad hoc task force to explore models that include equity and cultural responsiveness in the Course Outlines of Record. • 3. The college has decided not to develop a single Institutional Learning Outcome, but to incorporate its anti-racism goal throughout all ILOs. Conversation is ongoing, but three ILOs are slated for possible revision in the near future.

Student Services	• Implement Caring Campus behavioral commitments campus-wide. • Develop and implement campus Student Success Teams to align with Career & Academic Pathways.	• Caring Campus Classified Professionals identified, communicated and implemented behavioral commitments across services and support (QFE.6). • Use RP Six Factors of Student Success and framework for developing student success team configuration and roles. • Develop chart of student milestones/momentum points and associated ideal support calendar for student success teams. • Create baseline data to analyze retention, persistence and success based on starting cohort of students with support teams. • Implement student success teams.	• President Gilkerson, Classified Senate • VP Willis, VP Pouncil, Guided Pathways Workgroup	Fall 2021 Spring 2022 Fall 2022	1. Supplies and support for funding implementation plan designed by Classified Professionals, $15K (IEPI Funding)	• 1.Caring Campus Initiative Classified Professional leaders have divided into teams to work on different aspects of the initiative and commitments, including finalizing nametag production, reaching out for training on addressing students respectfully and student follow-up, acquiring software for virtual event programming, and re- energizing folks on campus. There are also plans to have a retreat to review the behavioral commitments and come together for training in preparation for Spring semester. More information can be found here. • Concept introduced at PDD; Hiring started for new model with repurposed position.
Research and Communi-cation	• Develop and implement Semester Snapshots by course and discipline on student demographics and success. • Develop and implement student focus groups on campus climate and understanding	• Design and prepare Semester Snapshots and the process for distribution; regularly disseminate to instructional faculty after each term for reflection. • Identify and train students on conducting focus groups, and	• President Gilkerson, Dr. Hazel De Ausen • Dean Garza, Dr. Melissa Nievera-Lozano, Student Equity Committee	Fall 2021 Fall 2021 Spring 2022/Fall 2022	Stipends and incentives for student participation, $15,000 (IEPI Funding)	• Semester snapshot template is completed. • Focus group training was completed in fall 2021 including two faculty, two classified professionals, two administrators and one student. The first phase of the student focus groups focused on the African American college student

	racially minoritized students' experience. (completed) • Use quantitative and qualitative data on campus climate, including student feedback, to inform revision of College's Educational Master Plan, Strategic Plan and Student Equity Plan. (completed)	develop timeline for executing focus groups • Integrate data and student feedback into review and development of updated college plans.	• President Gilkerson, Dr. Hazel De Ausen, Institutional Effectiveness Committee, Student Equity Committee			experience, and were conducted in December 2021. • The College kicked off its Educational Master planning in October 2021. A steering committee was created. Centering student voices and embedding opportunity, equity, and social justice as foundation for Plan development was adopted as the guiding principles. The EMP Steering Committee reviewed college data and integrated into the EMP with equity benchmarks identified.
Professional Development	• Develop and implement new employee orientation focused on Equity, Inclusion & Social Justice. • Convene new faculty inquiry group cohort for Humanizing Curriculum & Instruction.					

Table 33: Evergreen Valley College's Project Action Plan for the QFE