Evergreen Valley College

Institutional Self-Evaluation Report of Educational Quality and Institutional Effectiveness 2016

in Support of Reaffirmation of Accreditation

Submitted by:

Evergreen Valley College
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To:

Accrediting Commission for Community and Junior Colleges
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10 August 2016

Certification of the Institutional Self-Study Report

Date: July 2016

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

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

This institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify there was a broad participation by the campus community, and we believe the self-study accurately reflects the nature and substance of this institution.

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INTRODUCTION

At Evergreen Valley College, a community college located on a 160-acre site in the eastern foothills of San José, we take great pride in our approach to education. We place our students' realities first. For instance, will they need help with their language skills? Are they carrying other responsibilities like parenting or full-time jobs? Are they the first in their family to graduate from college? To all learners--those directly out of high school, in mid-career or mid-family transitions, and those who are enjoying their golden years--we offer a supportive environment that values their intrinsic experiences.

HISTORY

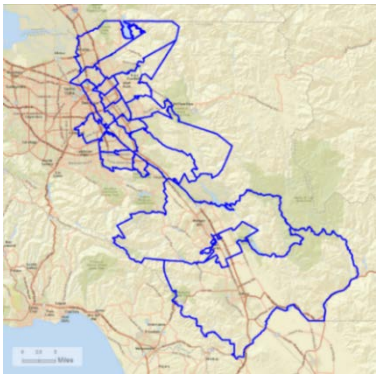
Recently celebrating forty years, Evergreen Valley College opened its doors in 1975 to 3000 students. The college has grown to currently hosting over 9,000 students from more than 70 countries. This rich variety of cultures comprises one of the most diverse student bodies within the California Community College System, which both enhances and enriches campus life.

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

In recent years, bond measures have allowed the college to build much needed facilities. These projects include development of a new central green, and the Visual and Performing Arts (VPA) buildings which host a new theater and specialty classroom space. Most recent projects include the development of the Automotive Tech Building and the South Campus Buildings- the science building and fitness center. (See Standard 3B.2)

In addition to these new buildings, existing facilities have been improved. The over-30-year-old Cedro and Physical Education buildings have been renovated to 21st century standards. The college also renovated Gullo, a center to accommodate vibrant student life. There have been extensive site improvements including walkways, utilities, landscape, driveways/fire lanes and bicycle parking, throughout campus. In addition to Gullo I and II, there are new outdoor areas to facilitate student congregation: such as the Central Green, VPA Plaza, Tech Plaza, and the MS^3 green area.

SERVICE AREA



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

The majority of students come from San Jose (approximately 86% of students from 2010-2014), with the largest groups from the eastern and southeastern areas of the city.

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

LABOR MARKET

When examining labor market data for the next ten years, the greatest areas of growth with the largest number of positions in the job market will require a minimum of an associate's degree. Earning an associate degree for transfer will provide the greatest opportunity for Evergreen Valley College students, as the greatest areas of growth require a bachelor's degree. Even when a degree is not needed, many job applicants would greatly benefit by attaining a certificate in their chosen field. Almost all fast-growing occupations for the next ten years will require some form of higher education or technological skills.

Santa Clara County leads the United States in Advanced Industry Employment, which includes computer system design and related services, semiconductor and other electronic component manufacturing, computer and peripheral equipment manufacturing, other information services, and scientific research and development services. This sector comprises 30% of the labor market in the San Jose-Sunnyvale-Santa Clara metropolitan area, compared with 16% in the next largest metropolitan tech center and 8.7% of overall employment in the United States.

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

SOCIO-ECONOMIC DATA

The Evergreen Valley College service area is a diverse population. There are many variations in income and educational levels within the zip code area the College serves. The following information is pulled from the *EVC Educational Master Plan*.

Based on census information, Evergreen Valley College has potential for growth. In 2014, the service area accounted for 46.9% of the Santa Clara County population. The service area population is expected to increase 11.16% between 2014 and 2019 —a far greater rate of growth than Santa Clara County as a whole (at 1.14%).

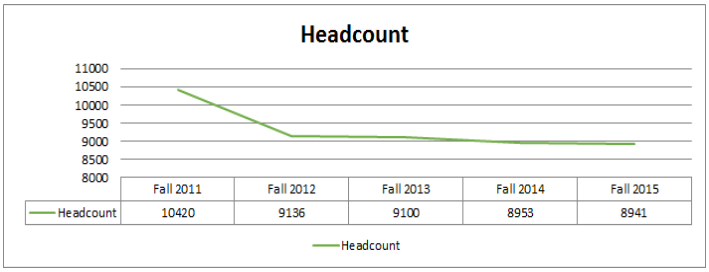
Income distributions within the service area are comparable to those across the county, though the service area tends to be slightly skewed toward lower incomes. 41.8% of households make $100,000 or above, while 14.6% fall under federal poverty level threshold for a family of four. Due to the high cost of living in the area, however, far more can be considered disadvantaged than are indicated by federal poverty levels. Using the MIT Living Wage Calculator, 31.9% of households in the area fall below a living wage for a family of four in the area; 45.7% make less than the wages suggested by the Economic Policy Institute's Family Budget Calculator for the same family.

Within the SJECCD service area there is an opportunity to assist disadvantaged adults with their educational needs. As noted in the chart below, a significant number of adults are living in poverty, without a high school diploma, or with little ability to read and write in English. In the EVC service area, approximately 30% of residents speak English less than "very well" at home; as a result, EVC offers a strong English as a Second Language program to meet the needs of its community. A

Poverty	172496	20.3%
No High School Diploma	168368	19.7%
Unemployed	73501	8.6%
English Language Learners	355503	41.6%
Adults with Disabilities	86510	10.1%
No Citizenship	122099	14.3%
No Literacy	135614	15.9%

significantly higher percentage of those over the age of 25 in the Service area do not have a high school degree than in the county overall, indicating a high need for assistance in obtaining basic skills and high school diplomas.

STUDENT ENROLLMENT DATA



Enrollment has dropped from approximately 10,400 students to approximately 9,000 students in recent years. The drop in enrollment primarily is correlated with the improvement in the regional economy.

Gender	Fall 2011	Fall 2012	Fall 2013	Fall 2015	Fall 2015
Female	52.37%	53.09%	53.73%	53.30%	54.64%
Male	47.50%	46.76%	45.93%	46.44%	45.04%
Unknown	0.12%	0.15%	0.34%	0.26%	0.32%

Source: Data Mart

Female students continue to slightly outnumber male students, at approximately 55% of the student population.

Race & Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2015	Fall 2015
African-American	3.53%	3.13%	3.01%	2.77%	2.59%
American Indian/ Alaskan Native	0.42%	0.37%	0.51%	0.60%	0.62%
Asian	30.6%	33.0%	32.3%	31.8%	32.2%
Filipino	7.68%	7.77%	7.16%	7.29%	6.90%
Hispanic	35.9%	38.4%	39.5%	40.2%	41.0%
Multi-Ethnicity	1.45%	1.78%	2.00%	2.51%	2.66%
Pacific Islander	0.80%	0.59%	0.64%	0.47%	0.48%
Unknown	11.2%	7.50%	7.15%	7.04%	6.76%
White Non-Hispanic	8.42%	7.50%	7.81%	7.32%	6.72%

Source: Data Mart

The two largest racial and ethnic groups are Hispanic and Asian, at 41% and 32% of the population respectively. There has been a noticeable increase in the proportion of Hispanic students since 2011 (from 36% to 41%), though this may be due to a decrease in students for whom data is lacking; Hispanic students and "unknown" students account for a total of approximately 48% throughout the period, with the increase in the proportion of Hispanic students corresponding to an approximately equal drop in the number of undefined students. It is therefore difficult to truly assess what increase in the proportion of the Hispanic population exists.

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
19 or Less	24.4%	25.9%	24.8%	26.0%	28.3%
20 to 24	34.6%	38.7%	39.4%	38.5%	37.1%
25 to 29	12.3%	12.6%	12.4%	12.8%	13.0%
30 to 34	7.29%	6.73%	6.93%	6.67%	6.13%
35 to 39	5.62%	4.27%	4.25%	4.10%	4.19%
40 to 49	8.27%	6.14%	6.02%	5.66%	4.98%
50 +	7.45%	5.66%	6.09%	6.18%	6.16%
Unknown	0.02%	0.01%	0.10%	0.11%	0.17%

Source: Data Mart

Most students (78%) fall between the ages of 20-29, and 28% are 19 or younger (this includes minors attending supplemental classes for traditional high school or home school courses and members of the ACCEL middle college program). 21% are over the age of 30. There has been an increase in the proportion of students under 20 (from 24% to 28%) and a decrease in those over 35 (from 21% to 15%). The college attributes these changes to changes in the economy, with greater employment opportunities for those over 35.

ACCESS RATES EQUITY GAP ANALYSIS

The Chancellor's Office offers three methodologies to measure disproportionate impact indices for student groups. EVC uses the "Proportionality Method," which calculates the ratio between the outcome of a subgroup to the presence of that subgroup. The table below defines how to interpret the scores. The College uses a standard of 0.85 to determine a negative disproportionate impact, meaning that the group is underrepresented among the population of successful students.

Some student subgroups have very few members. In order to uphold the integrity of score interpretations, only those subgroups with a total membership of more than 10 students will be analyzed. Where there are fewer than 10 students, the proportionality score will read N/A.

Proportionality Index	Interpretation
1.0	Proportions of subgroups is equal to population.
Less Than 1.0	Subgroup is less prevalent in the outcome group.
More Than 1.0	Subgroup is more prevalent in the outcome group.

Compared to the adult population in San Jose, three groups were disproportionately impacted, meaning that their presence in the student population was not equitable as compared to their presence in the adult population within San Jose. Those populations were American Indian students, White students, and individuals with disabilities. Veterans were overrepresented in our student population as compared to the representation of veterans in the adult population in San Jose. See Standard 2C.3 for greater analysis and action plans.

Target Population(s)	# enrolled 2014-2015	% of total enrollment	% of adult population in service area	Proportionality
American Indian / Alaska Native	72	0.53%	0.90%	0.59
Asian	5376	39.47%	32.00%	1.23
Black or African American	403	2.96%	3.20%	0.93
Hispanic or Latino	5253	38.57%	33.30%	1.16
Native Hawaiian / Pacific Islander	69	0.51%	0.40%	1.28
White	1145	8.41%	28.70%	0.29
Some other race	951	6.98%	NA	NA
More than one race	352	2.58%	5.00%	0.52
Males	7251	53.23%	50.30%	1.06
Females	6324	46.43%	49.70%	0.93
Unknown	46	0.34%	0	NA
Current or former foster youth	303	2.22%	NA	NA
Individuals with disabilities	548	4.02%	4.90%	0.82
Low-income students	7341	53.89%	32%	1.68
Veterans	170	1.25%	NA	NA
Source: Student Equity Plan				

COMPONENTS IN SUPPORT OF SELF-EVALUATION

STUDENT ACHIEVEMENT DATA

EVC established institution-set standards (ISS) for student achievement outcomes in 2014 for designated achievement areas outlined in the ACCJC Annual Report. As the College matured in its understanding of setting meaningful achievement outcomes, the ISS were revisited in 2016. At that time, the College triangulated data on five year running average for the College and statewide, and for peer institutions based on socio-economic status. Based on the analysis and discussion, the College reset the successful course completion ISS to 64%.

The College also explored setting achievement standards beyond the institutional level to the program level through TOP code analysis using five year running averages for the College and the state system. These began with a few pilot programs (Engineering and Psychology), and are now addressed as programs undergo comprehensive program review.

The College continues to measure student achievement through employment and licensure set standards as outlined in the *EVC 2016 ACCJC Annual Report*. In addition, in the spring 2016, the College selected its first experimental measure for setting performance standards beyond the federal and commission expectations. Given the important role that transfer plays for EVC students, the College is looking at transfer rate (34%) as an area to assess progress towards its mission. Greater detail on college institutional set standards is outlined in Standard 1B.3.

Data Element	Definition of the measure	Institution-set Standard	Stretch Goal	Most recent	Previous year	5-year average
Course success rate (Fall)	Percentage of students who received a grade of C or better	64%	73% (IEPI)	71% (2015 Fall)	70% (2014 Fall)	70%
Transfer rate	Number of students who enroll at a Bachelors-granting institution divided by the total size of the Transfer Cohort	34%	N/A	38% (2013-14)	40% (2012-13)	42%

Source: Scorecard

COMPLETION RATES

The overall completion rate, as defined as the percentage of degree, certificate, and/or transfer seeking students tracked for six years who have completed a degree, certificate, or transfer, at Evergreen Valley College has averaged around 51%. However, the *college-prepared* completion rate (as defined as students who took college level courses only) was much higher. The average of the last five cohorts for *college-prepared* completion rate was 73%. In comparison, the *underprepared* completion rate (students who took a course in basic skills) was much lower, with a five cohort average of 40%. The five cohort average *CTE completion* rate (i.e., the percentage of students completing more than 8 units in courses classified as CTE in a single discipline, tracked for six years, who completed a degree, certificate, apprenticeship, or transfer related outcomes) was 54%. Overall, the trends for all 5 years were flat with the exception of 2014-15 college prepared completion rates which saw an increase of 6%; 2015-16 rates in this area will be reviewed to see if college prepared completion rates are trending upward perhaps because of the 2012 Student Success Act which mandated improved pathways for college students.

Evergreen Valley College has experienced growth in number of associate degrees. In 2010-2011, the number of associate degrees was 482. By 2014-2015, the number of associate degrees awarded was 533. However, the number of certificates awarded has decreased over the last five years. In 2010-2011, 89 certificates were awarded. By 2014-2015, only 51 certificates were awarded. A point of pride for Evergreen Valley College was the emphasis on number of students transferred. The five-year average was 663 students. There was an unusual peak in this number in 2011-2012, with 721 students transferring to a 4-year institution in that year.

Annual		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Average
Number of Degrees Awarded	Number of Associate Degrees	482	501	512	538	533	513
Number of Certificates Awarded	Number of Chancellor's Office approved certificates	89	79	82	61	51	72
Number of students transferred	Number of students who were enrolled at EVC and transferred to a 4 Year institution	645	721	611	661	676	663

	Data Element	Definition of the Measure	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Average
Six Year Cohorts	Overall Completion Rate	Percentage of degree, certificate, and/or transfer seeking students tracked for six years who completed a degree, certificate, or transfer related outcomes	52%	53%	51%	51%	51%	51%
	College prepared completion rate	Completion rate definition above for students whose lowest course attempted in math and/or English was college level	72%	72%	72%	73%	79%	73%
	Underprepared completion rate	completion rate definition above for students whose lowest course attempted in math and/or English was remedial level	39%	42%	40%	40%	39%	40%
	CTE completion rate	Percentage of students completing more than 8 units in courses classified as CTE in a single discipline tracked for six years who completed a degree, certificate, apprenticeship, or transfer related outcomes	52%	63%	51%	50%	52%	54%

ASSESSMENT, ORIENTATION, AND STUDENT EDUCATIONAL PLAN

Evergreen Valley College has made great strides helping students orient to college. The percent of new eligible students completing an assessment in fall 2010 was 71%. By fall 2013, the percent of new students completing an assessment was 81%. Similarly, the percent of new eligible students of completing an orientation has increased from 2% in fall 2010 to 16% in fall 2013. In helping students have a plan to navigate which courses to take,

educational plans serve a significant role. In fall 2010, only 30% of new eligible students completed an abbreviated educational plan. By fall 2013, 85% of new eligible students had an abbreviated educational plan.

Data Element	Definition of the measure	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Average
Matriculation: Assessment	Percent of new eligible students completing an assessment	71%	71%	75%	81%	N.A.	75%
Matriculation: Orientation	Percent of new eligible students completing an orientation	2%	2%	3%	16%	N.A.	6%
Matriculation: Abbreviated Student Educational Plan	Percentage of new eligible students completing an abbreviated student educational plan	30%	36%	51%	85%	N.A.	51%
Source: Data Mart	Orientation: Orientation Services Received During the Term /First-Time Student; Assessment: (Assessment Placement Services Received During the Term+ Received Prior Terms)/ Students Count In the Term; Educational Plan: Student Education Plan Development Services Received During the Term/ First-Time Student						

COURSE RETENTION, SUCCESS, PERSISTENCE RATES, AND 30 UNITS

Course Retention Rate

The average of course retention rates over the past 5 years was 87%, indicating that overall there were 87% of Evergreen Valley College enrolled students who did not withdraw and received a valid grade. The most recent academic year's (based on 2015 fall) course retention rate was 86%, which was comparable the previous cohort years.

Course Success Rate

The course success rates for Evergreen Valley College students were quite stable and flat across the past years. The average of course success rates over the past 5 years was 70%, indicating that, on average, there were 70% of enrolled students who received a grade of C or better. The most recent academic year's (based on 2015 fall) course success rate was 71%, which was comparable with previous cohort years' rates.

Persistence Rates

Persistence is considered a milestone or momentum point; research shows that students with sustained enrollment are more likely to succeed. Over the past 5 years, the average of persistence rates was 69% for the overall cohort, indicating that on average 69% of degree, certificate, and/or transfer seeking students tracked for six years were enrolled in the first three consecutive terms. If breaking out the cohort into two groups of students, the average of persistence rates across the past 5 years was 62% for *college-prepared* student group (i.e., students whose lowest course attempted in math and/or English was college level), and 73% for *underprepared* student group (i.e., students whose lowest course attempted in math and/or English was remedial level). For the most current academic year (2014-15), the persistence rate for overall cohort was 70%. The persistence rate for prepared students was 60% while that for unprepared students was 75%. This replicates the finding from the previous cohorts that unprepared students were persisting at a higher rate than prepared students. This appears to be a trend.

30 Units Rates

Over the past 5 years, the average of 30 units completion rates was 65% for the overall cohort, indicating that on average there were 65% of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units in the California Community College system. If breaking out the cohort into two student groups, the average of 30 units completion rates across the past 5 years was 58% for college-prepared student group (i.e., students whose lowest course attempted in math and/or English was college level), and 68% for underprepared student group (i.e., students whose lowest course attempted in math and/or English was remedial level). It appears that students who entered college unprepared were more likely to attain at least 30 units at the College than those who were prepared. It is possible that this is an effect of the necessity of these unprepared students to take and pass any number of remedial classes before they can enroll in classes that bear credit toward a degree. For the most current academic year (2014-15), the percent of students who have achieved 30 units or more for overall cohort was 68%, with 5% increase when compared to the previous cohort year. The 30 units completion rate for prepared students was 63%, with 10% increase when compared to the previous cohort year; while that for unprepared students was 70%, which was comparable with the previous year. This replicates the finding from the previous cohorts that unprepared students were more likely to attain at least 30 units at the College than prepared students.

	Data Element	Definition of the Measure	2011 Fall	2012 Fall	2013 Fall	2014 Fall	2015 Fall	Average
Annual	Course Retention Rate (Fall)	Percentage of students who did not withdraw from a course	86%	87%	86%	87%	86%	87%
	Course Success Rate (Fall)	Percentage of students who received a grade of C or better	70%	71%	70%	70%	71%	70%

	Data Element	Definition of the Measure	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Six Year Cohort	Overall persistence rate	Percentage of degree, certificate, and/or transfer seeking students tracked for six years who enrolled in the first three consecutive terms	66%	70%	69%	69%	70%	69%
	College prepared persistence rate	persistence rate definition above for students whose lowest course attempted in math and/or English was college level	57%	65%	64%	64%	60%	62%
	Underprepared persistence rate	persistence rate definition above for students whose lowest course attempted in math and/or English was remedial level	71%	74%	72%	72%	75%	73%

	Overall rate of students completing at least 30 units	Percentage of degree, certificate, and/or transfer seeking students tracked for six years who achieved at least 30 units	61%	67%	64%	63%	68%	65%
	College-prepared rate of students completing at least 30 units	30-unit achievement rate definition above for students whose lowest course attempted in math and/or English was college level	56%	60%	57%	53%	63%	58%
	Underprepared rate of students completing at least 30 units	30-unit achievement rate definition above for students whose lowest course attempted in math and/or English was remedial level	65%	70%	68%	69%	70%	68%

Source: Data Mart for Retention/Success Rate and Scorecard for the Cohort

DISTANCE EDUCATION COMPARISON

Evergreen Valley College has offered distance education via online and/or hybrid course sections. It is apparent that the number of distance education course sections offered at the Evergreen Valley College has increased from year to year. For example, there were 58 distance education course sections offered during the 2010-11 academic year; while during the 2014-2015 academic year, Evergreen Valley College offered 102 distance education course sections to meet the growing needs for distance education. Among all course sections offered at Evergreen Valley College, 5.87% of the courses were online and/or hybrid course sections with course success rates of 57% in the 2014-15 academic year. It is found that the course success rates for distance education course sections were lower than that for face to face course sections, with a difference of course success rates ranging from 6% to 10% across the past 5 academic years.

Academic Year	Number of Sections	Proportion of all course sections	Success Rates	Face to Face Control Group Success Rates	Difference*
2010-2011	58	3.34%	55%	61%	6%
2011-2012	63	3.51%	57%	64%	7%
2012-2013	87	4.86%	59%	65%	6%
2013-2014	108	6.19%	58%	67%	9%
2014-2015	102	5.87%	57%	68%	10%
	* Difference = Face to Face – Distance Education Success Rate; for this comparison, only sections with both online (and/or hybrid) and face to face sections were included				

Source: CROA

COURSE SUCCESS RATE EQUITY GAP ANALYSIS

Course success is defined as the number of students within a course who earned a grade of A, B, C (for credit/non-credit courses). During the baseline year of 2013-14, the only group that was disproportionately impacted as far as course success were those students with disabilities. That group was again impacted in 2014-15. However, the most current foster youth as well as veterans were also impacted. The rate at which these students passed their courses was much lower than that of the total student population, which had a course pass rate of 71%. This shows the need for services for these students in the area of course success. (See Standard 2C.3)

Target Population (2014-2015)	Total Course Attempts	Percent of All Course Attempts	Total Course Completions (C grade or better)	Percent of All Course Completions	Proportionality
All Students	46,642		33,237		
American Indian / Alaska Native	300	0.64%	238	0.72%	1.11
Asian	18748	40.20%	14407	43.35%	1.08
Black or African American	1201	2.57%	779	2.34%	0.91
Hispanic or Latino	18454	39.57%	11966	36.00%	0.91
Native Hawaiian or other Pacific Islander	222	0.48%	145	0.44%	0.92
White	3165	6.79%	2369	7.13%	1.05
Some other race	3329	7.14%	2516	7.57%	1.06
More than one race	1223	2.62%	817	2.46%	0.94
Males	21665	46.45%	14977	45.06%	0.97
Females	24856	53.29%	18163	54.65%	1.03
Unknown	121	0.26%	97	0.29%	1.12
Current or former foster youth	845	1.81%	310	0.93%	0.51
Individuals with disabilities	1436	3.08%	452	1.36%	0.44
Veterans	513	1.10%	182	0.55%	0.50
Source: Student Equity Plan					

SIX-YEAR DEGREE/CERTIFICATE COMPLETION RATE EQUITY GAP ANALYSIS

Associate degree and certificate attainment is measured by the percentage of students for whom this was a goal upon entry to Evergreen Valley College and who actually did attain an Associate Degree or certificate. Compared to other student groups, male students, white students, and students with disabilities were disproportionately impacted. Compared to the overall population, for whom 15% had attained an Associate Degree or certificate, only 11% of white students, 12% of males, and 3.5% of students with disabilities had attained an Associate Degree or certificate. These populations were not equitably represented in the group of those who attained a degree or certificate compared to their representation in the general population.

Target Population(s)	Students who entered college seeking a degree or certificate	Percentage of all students who entered college seeking degree/certificate	Students in this group who earned a degree or certificate	The % of students who earned a degree or certificate	Proportion
All Students	1,632	100	251	15.4	
American Indian / Alaska Native	8	0.49	2	0.80	1.63
Asian	722	44.2	107	42.6	0.96
Black or African American	58	3.55	10	3.98	1.12
Hispanic or Latino	503	30.8	78	31.1	1.01
Native Hawaiian or other Pacific Islander	15	0.92	3	1.20	1.30
White	142	8.70	15	5.98	0.69
Some other race	184	11.3	36	14.3	1.27
More than one race	0	NA	0	NA	NA
Males	782	47.9	91	36.3	0.76
Females	822	50.4	156	62.2	1.23
Unknown	28	1.72	4	1.59	0.92
Individuals with disabilities	57	3.49	2	0.80	0.23
Low-income students	1083	66.3	193	76.9	1.16

BASIC SKILLS TO COLLEGE LEVEL PROGRESS RATE EQUITY GAP ANALYSIS

Remedial Math

The success of students in Remedial Math is measured by the percentage of students who start out in Remedial Math and who take and pass a degree-applicable course, with a grade of C or better (for credit/non-credit courses), after having completed their final Remedial Math course in 2014-15 academic year. African American students and students with disabilities were disproportionately impacted with relation to Remedial Math course success. Only 16% of African American students who took Remedial Math courses in 2014-15 academic year passed their degree-applicable course as compared to 23% for the overall population of students who took Remedial Math. Of the 59 students with identified disabilities, only 6 (10%) passed their college level class taken in 2014-15 academic year. Unfortunately, Veteran and Foster Youth student data were not included in the Data on Demand report used to calculate these outcomes. Part of the equity funding will be used to improve the date collection for these students so that these data can be consistently included in the MIS submission for the College.

Target Population(s)	The # of students in the Cohort	The # of students who complete a final Math or basic skills course with an A, B, C in the base year	The % of courses students enrolled in 2014-2015	Percentage of all students completing final Math or basic skills course with A,B,C in base year	Proportion
All Students	640	149			
American Indian / Alaska Native	6	2	0.94%	1.34%	1.43
Asian	158	42	24.69%	28.19%	1.14
Black or African American	49	8	7.66%	5.37%	0.70
Hispanic or Latino	321	67	50.16%	44.97%	0.90
Native Hawaiian or other Pacific Islander	6	2	0.94%	1.34%	1.43
White	40	14	6.25%	9.40%	1.50
Some other race	60	14	9.38%	9.40%	1.00
More than one race	0	0	0.00%	0.00%	
Males	284	62	44.38%	41.61%	0.94
Females	355	87	55.47%	58.39%	1.05
Unknown	1	0	0.16%	0.00%	0.00
Individuals with disabilities	59	6	9.22%	4.03%	0.44
Low-income students	414	99	64.69%	66.44%	1.03

Remedial English

The success of students in Remedial English is measured by the percentage of students who start out in remedial English and who take and pass a degree-applicable course, with a grade of C or better (for credit/non-credit courses), after having completed their final Remedial English course in 2014-15 academic year. The only group that shows disproportionate impact in Remedial English was students with disabilities. Of the 76 students with identified disabilities, only 12 (16%) passed their final Remedial English class taken in 2014-15 academic year. The overall population of students in the cohort of students who took Remedial English had a pass rate of 51%. These findings indicate an improvement over the baseline year, 2013-14, where students in Foster Youth programs, white, and American Indian students were disproportionately impacted with relation to Remedial English.

Unfortunately, Veteran and Foster Youth student data were not included in the Data on Demand report used to calculate these outcomes. Part of the equity funding will be used to improve the date collection for these students so that these data can be consistently included in the MIS submission for the College.

Target Population(s)	The # of students in the Cohort	The # of students who complete a final English or basic skills course with an A, B, C in the base year	The % of courses students enrolled in 2014-2015	The % of students who complete a final English or basic skills course with an A, B, C in the base year	Proportion
All Students	1,002	514			
American Indian / Alaska Native	3	1	0.30%	0.19%	0.65
Asian	335	199	33.43%	38.72%	1.16
Black or African American	48	23	4.79%	4.47%	0.93
Hispanic or Latino	442	205	44.11%	39.88%	0.90
Native Hawaiian or other Pacific Islander	14	8	1.40%	1.56%	1.11
White	56	28	5.59%	5.45%	0.97
Some other race	104	50	10.38%	9.73%	0.94
More than one race	0	0	0.00%	0.00%	0.00
Males	501	244	50.00%	47.47%	0.95
Females	497	270	49.60%	52.53%	1.06
Unknown	4	0	0.40%	0.00%	0.00
Individuals with disabilities	76	12	7.58%	2.33%	0.31
Low-income students	619	315	61.78%	61.28%	0.99

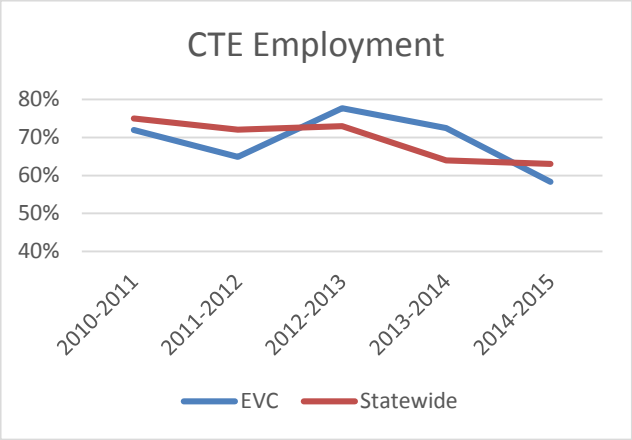
Remedial ESL

The success of students in Remedial ESL is measured by the percentage of students who start out in ESL and who take and pass a degree-applicable course, with a grade of C better (for credit/non-credit courses), after having completed their final ESL course in 2014-15 academic year. Hispanic students and students with disabilities were disproportionately impacted with relation to ESL course success. Only 12% of Hispanic students who took ESL courses in 2014-15 academic year passed as compared to 29% for the overall population of students who took ESL.

Of the 15 students with identified disabilities, only 1 passed their final ESL class taken in 2014-15academic year. Unfortunately, Veteran and Foster Youth student data were not included in the Data on Demand report used to calculate these outcomes. Part of the equity funding will be used to improve the date collection for these students so that these data can be consistently included in the MIS submission for the College.

Target Population(s)	The # of students in the Cohort	The # of students who complete a final ESL or basic skills course with an A, B, C in the base year	The % of courses students enrolled in 2014-2015	The % of students who complete a final ESL or basic skills course with an A, B, C in the base year	Proportion
All Students	480	138			
American Indian / Alaska Native	1	0	0.21%	0.00%	0
Asian	396	122	82.50%	88.41%	1.07
Black or African American	3	3	0.63%	2.17%	3.48
Hispanic or Latino	64	8	13.33%	5.80%	0.43
Native Hawaiian or other Pacific Islander	0	0	0.00%	0.00%	0
White	3	1	0.63%	0.72%	1.16
Some other race	13	4	2.71%	2.90%	1.07
More than one race	0	0	0.00%	0.00%	0
Males	170	48	35.42%	34.78%	0.98
Females	309	90	64.38%	65.22%	1.01
Unknown	1	0	0.21%	0.00%	0.00
Individuals with disabilities	15	1	3.13%	0.72%	0.23
Low-income students	355	116	73.96%	84.06%	1.14

AVERAGE JOB PLACEMENT RATES



Evergreen Valley College takes pride in their CTE programs that provide students with the academic and technical skills, knowledge and training necessary to succeed in high-demand careers. In 2014-2015, Evergreen Valley College's CTE average employment rate was 58%, five percentage points lower the State's average of 63%. Evergreen Valley College's five-year average CTE employment rate was the same as State's five year CTE employment rate of 69%. In 2012-2013 and 2013-2014, Evergreen Valley College CTE programs had a higher employment rate than the statewide average by 5% and 8%, respectively.

Average of two digit top codes

Evergreen Valley College offered numerous CTE programs that service different TOP 2 codes, such as Business and Management (TOP 05) and Public and Protective Services (Top 21). Public and Protective Services (TOP 21) as well as Engineering and Industrial Technologies (Top 09) had the highest employment rates at Evergreen Valley College with 82% and 76% 5-year average employment rates. Information Technology (TOP 07) averaged 75% employment rate for their CTE graduates, where in 2012-2013 they had a 100% employment rate. Fine and Applied Arts (Top 10) averaged a 33% employment rate in the last 5 years; the programs' average was brought down by having a 0% employment rate in 2010-2011 and 2011-2012. Without 2010-2011 and 2011-2012, the average of Fine and Applied Arts employment rate would be 56%.

		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Average
Average for all TOP 2 Codes		72%	65%	78%	72%	58%	69%
05	Business and management	79%	70%	74%	65%	58%	69%
07	Information technology	90%	67%	100%	83%	33%	75%
09	Engineering and industrial technologies	85%	78%	77%	74%	68%	76%
10	Fine and applied arts	0%	0%	67%	50%	50%	33%
12	Health	81%	76%	81%	79%	72%	78%
14	Law	86%	79%	68%	65%	55%	70%
21	Public and protective services	83%	85%	78%	91%	72%	82%
49	Interdisciplinary studies	--	0%	--	--	0%	--

Source: Summary Core Indicators by TOP Codes

BASIC SKILLS PROGRESS

Remedial Progress Rates-Math Cohort

Over the past 5 years, the average of remedial progress rates in math was 28%, indicating that on average there were 28% of credit students who attempted for the first time a course designated at "levels below transfer" in math and successfully completed a college-level math course within six years. Over the past 5 years, the average of remedial progress rates in math was slightly lower than the State average (31%). For the most current academic year (2014-2015), the remedial completion rate for Math was 27%, which was higher than the previous cohort year. Evergreen Valley College discusses student support activities in Standard 2A.4.

Remedial Progress Rates-English Cohort

Over the past 5 years, the average of remedial progress rates in English cohort was 48%, indicating that on average there were 48% of credit students who attempted for the first time a course designated at "levels below transfer" in English and successfully completed a college-level English course within six years. Over the past 5 years, the average of remedial progress rates in English was higher than the State average (43%). For the most current academic year (2014-15), the remedial completion rate for English was 46%, which was lower than the previous cohorts. Evergreen Valley College discusses student support activities in Standard 2A.4.

Remedial Progress Rates-ESL Cohort:

Over the past 5 years, the average of remedial progress rates in English as a Second Language (ESL) was 26%, indicating that on average there were 26% of credit students who attempted for the first time a course designated at "levels below transfer" in ESL and successfully completed a college-level ESL course or a college-level English course within six years. Over the past 5 years, the average of remedial progress rates in ESL was the same as the State average (27%). Evergreen Valley College discusses student support activities in Standard 2A.4.

Educational Goals

When students were applying for Evergreen Valley College, they identified their educational goals in their applications. In the most recent Fact Book (2015 Fall), there were about 59 % of students who identified Transfer as their primary educational goal. Other students would like to complete high school credits (3.26%), Educational Enrichment (2.45%), Improve Job Skills (2.76%), and AA/AS Degree (7.55%). However, there were 16.94% of students identified that they had not decided or had other educational goals.

Fall	2011	2012	2013	2014	2015
Transfer	52.26%	53.50%	55.55%	57.90%	58.97%
AA/AS Degree	7.09%	7.07%	7.22%	7.79%	7.55%
Certificate	2.27%	2.22%	2.15%	2.06%	1.99%
Improve Job Skills	3.54%	3.55%	3.26%	2.75%	2.76%
Discover Career	11.31%	11.23%	8.46%	7.22%	6.08%
Educational Enrichment	1.69%	1.59%	1.88%	1.95%	2.45%
Complete HS Credits	2.70%	3.17%	3.33%	3.43%	3.26%
Undecided/Other	19.14%	17.67%	18.15%	16.89%	16.94%

Source: Fact Book

ORGANIZATION OF THE SELF EVALUATION PROCESS

Accreditation Leads:	Evidence Team:	Accreditation Editor
Henry C.V. Yong, College President Keith Aytch, VP of Academic Affairs and ALO Lynette Apen, Faculty Accreditation Co-Chair	Classified: *Rita De La Cerda, Vicki Brewster, Cathy Kost, Yesenia Ramirez, Colleen Cuen, Shashi Naidu* Faculty: *Lynette Apen, Lorena Mata* MSCC: *Penny Garibay*	*Lisa Kalenda*

Standard Writing Team

Standard I: Mission and Institutional Effectiveness *Chairs:* R.J. Ruppenthal, Lynette Apen (faculty)

Standards 1A-C			
Writers **Faculty:** RJ Ruppenthal, Lynette Apen, and Brad Carothers ***Reviewers*** Institutional Effectiveness Committee			

Standard II: Student Learning Programs and Services *Chairs:* Merryl Kravitz (administrator), Janice Toyoshima, Lorena Mata (faculty)

Standard 2A	Standard 2B	Standard 2C	
Writers **Faculty:** Brad Carothers, Janice Toyoshima, Elizabeth Kramer, Abdie Tabrizi, Phuong (Emily) Banh, William Nguyen, Sithparran Vanniasegaram, Nasreen Rahim **Administrators:** Keith Aytch, Merryl Kravitz	***Writers*** **Faculty:** Lorena Mata, William Nguyen	***Writers*** **Faculty:** Phuong (Emily) Banh **Administrators:** Angelina Duarte, Victor Garza, Julie Vo, Octavio Cruz, Adela Esquivel-Swinson, Merryl Kravitz	

Standard III: Resources *Chairs:* Michael Highers (administrator)

Standard 3A	Standard 3B	Standard 3C	Standard 3D
Writers Classified: Tina Xiao, HR Analyst Yesenia Ramirez, College Facilities Coordinator	***Writers*** Administrators: Eugenio Canoy, Michael Highers, John Ives, Owen Letcher (SJECCD)	***Writers*** **Administrators:** Ben Seaberry, Eugene Canoy **Faculty:** Nasreen Rahim ***Reviewers*** Campus Technology Committee (CTC)	***Writers*** **Administrators:** Michael Highers John Ives, Eugene Canoy, Lena Tran, Doug Smith (SJECCD), Peter Fitzsimmons (SJECCD)

Standard IV: Leadership and Governance *Chairs:* Mark Gonzales (administrator), Michael Hernandez (faculty)

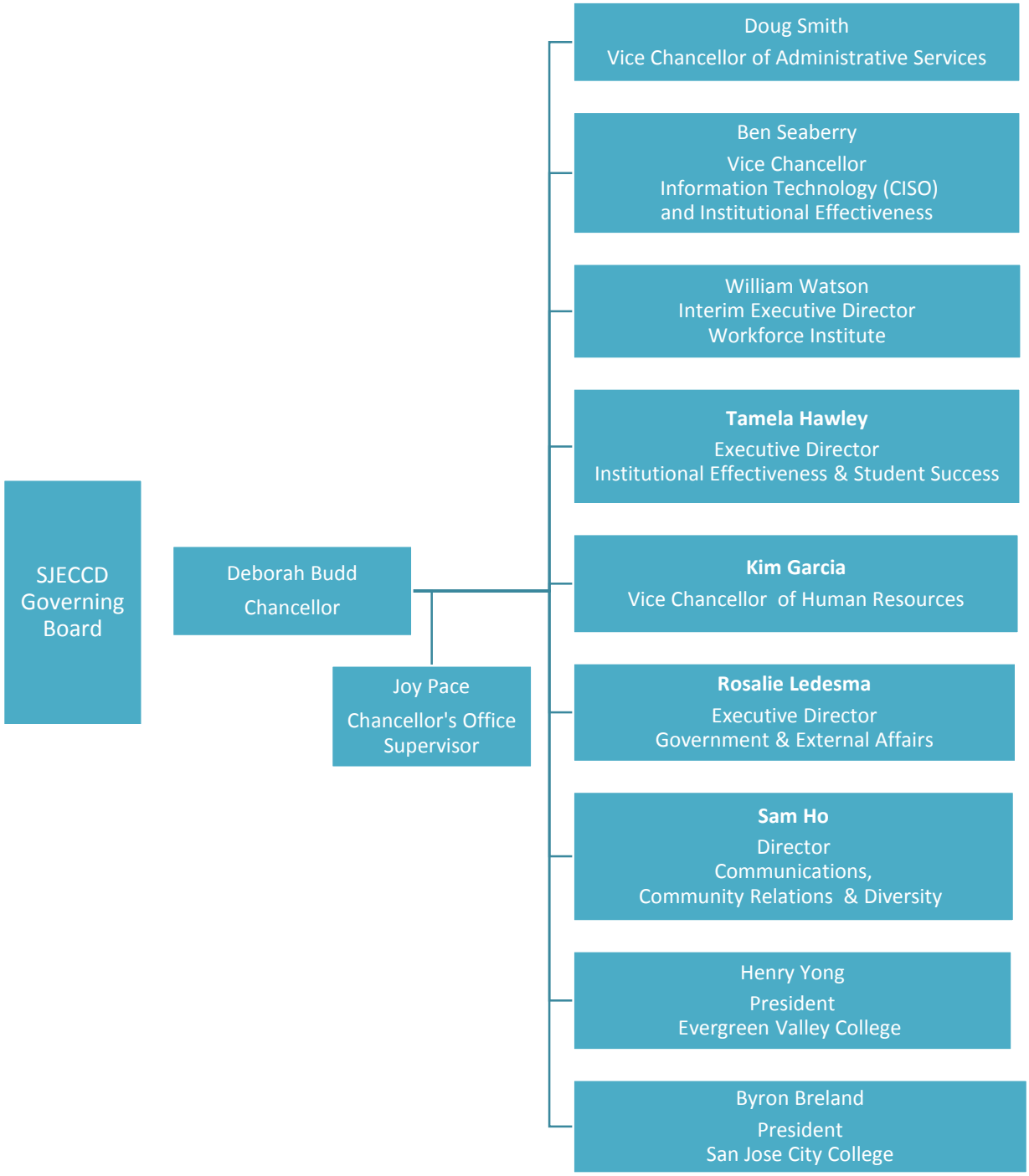
Standard 4A	Standard 4B	Standard 4C	Standard 4D
Writers **Faculty:** Eric Narveson, Jack Baker, Michael Hernandez, RJ Ruppenthal **Other:** Lisa Kalenda, Accreditation Editor ***Reviewers*** College Council and Academic Senate	***Writers*** **Administrators:** Henry Yong **Faculty:** Lisa Bell, RJ Ruppenthal, Lynette Apen **Other:** Penny Garibay, Executive Administrative Assistant Lisa Kalenda, Accreditation Editor	***Writers*** **Administrators:** Rosalie Ledesma (SJECCD), Tamela Hawley (SJECCD) **Other:** Lisa Kalenda, Accreditation Editor	***Writers*** **Administrators:** Tamela Hawley (SJECCD)

Quality Focus Essay

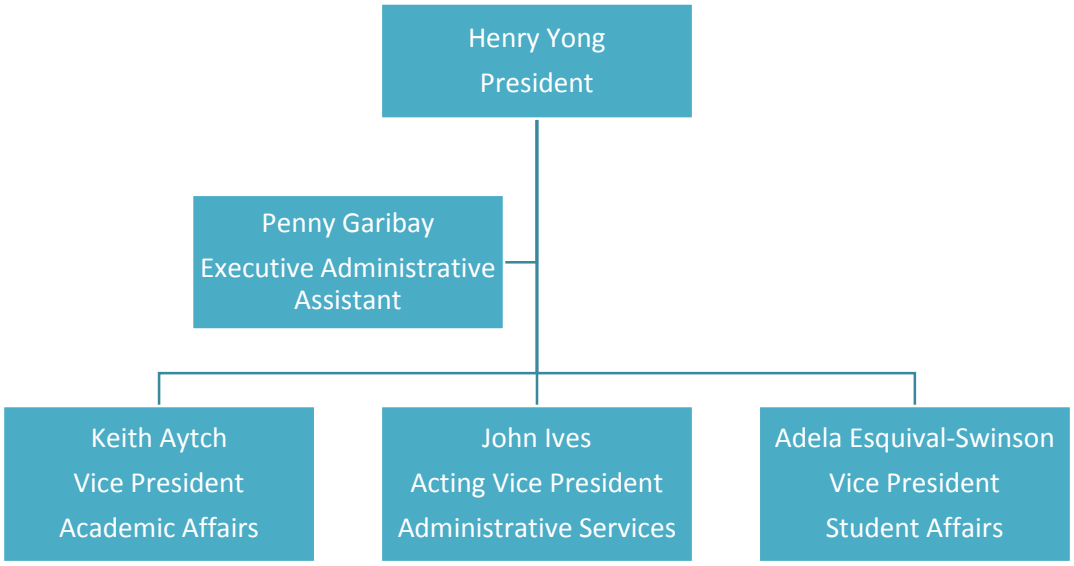
Writers **Administrator:** Keith Aytch **Faculty:** Lynette Apen (faculty)	***Reviewers*** Accreditation Steering Committee Academic Senate & College Council	***Animation*** Sylvia Min, faculty

ORGANIZATIONAL INFORMATION

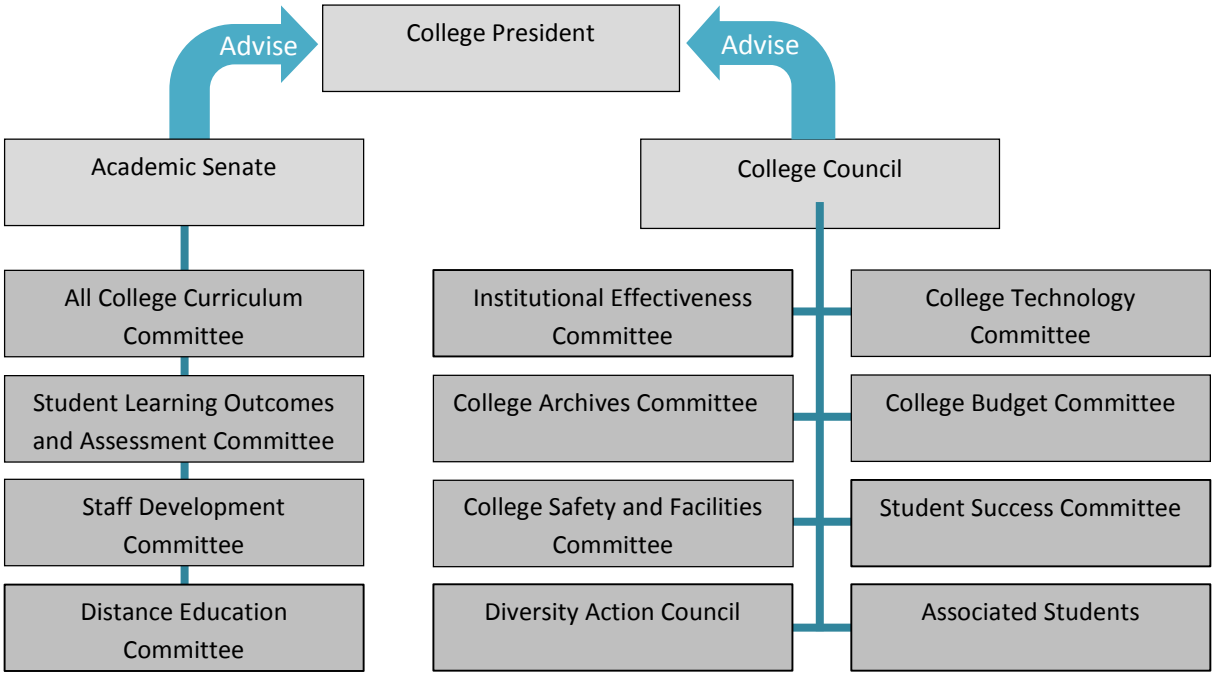
SJECCD EXECUTIVE TEAM



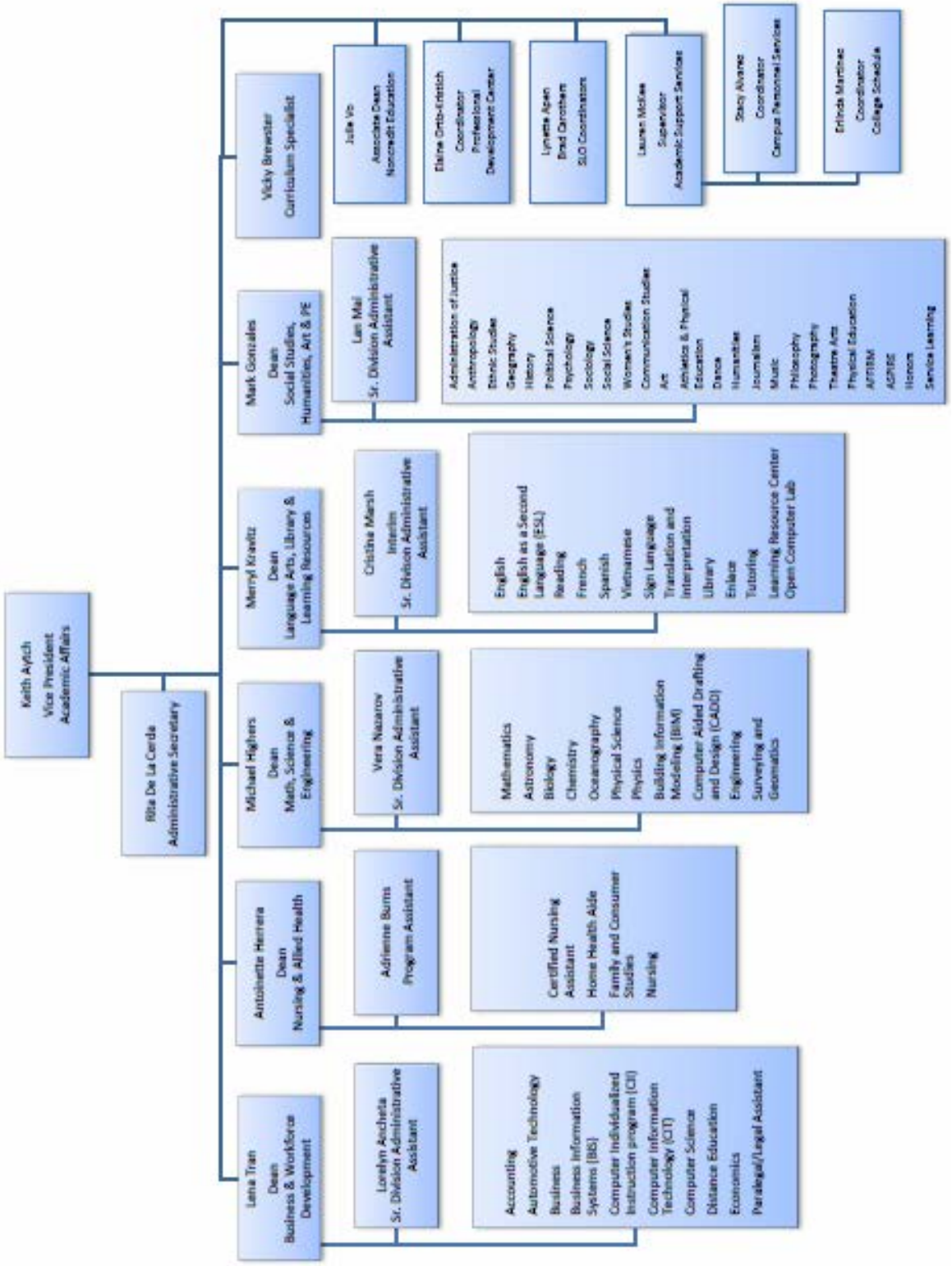
EVERGREEN VALLEY COLLEGE EXECUTIVE TEAM



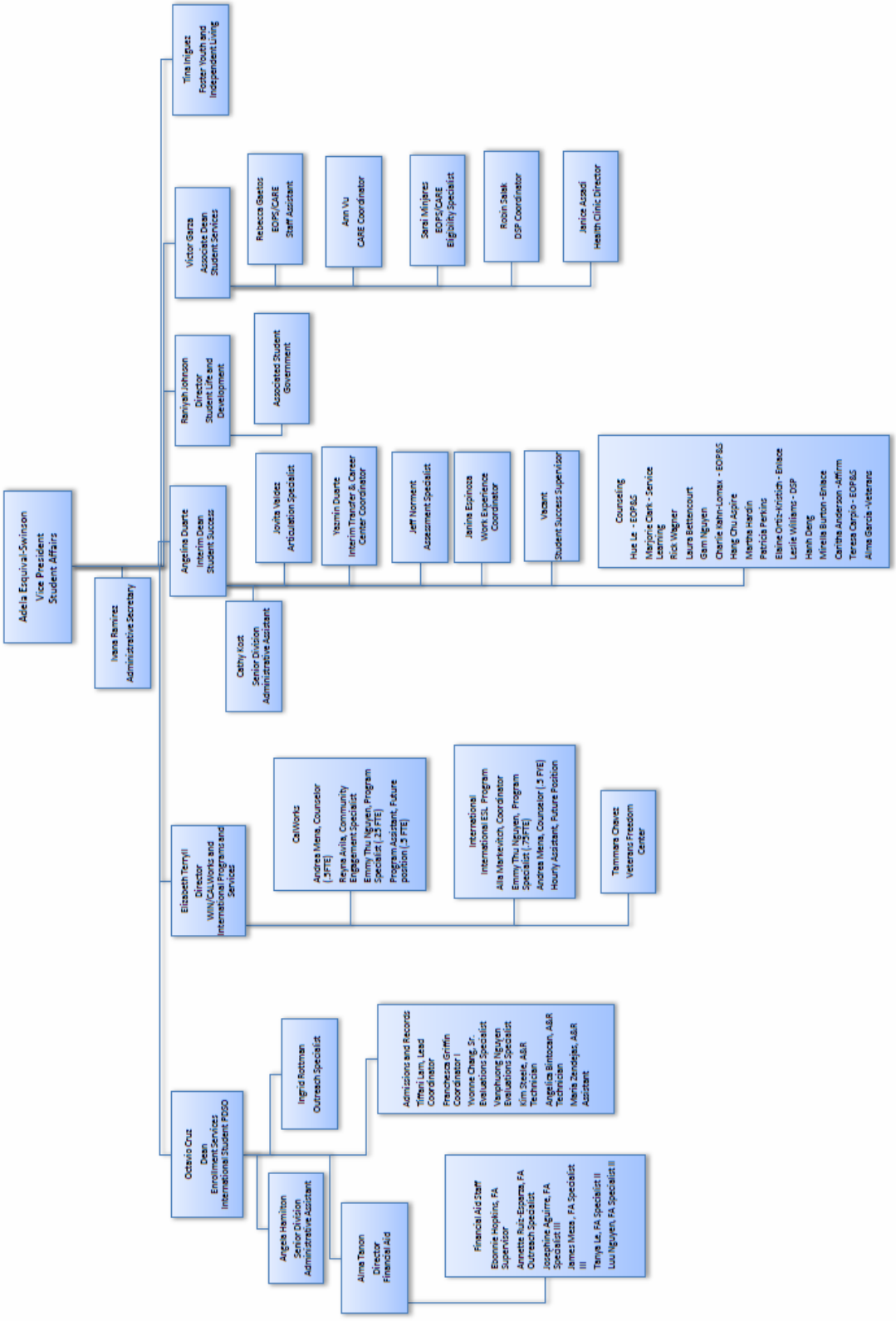
EVC SHARED GOVERNANCE STRUCTURE



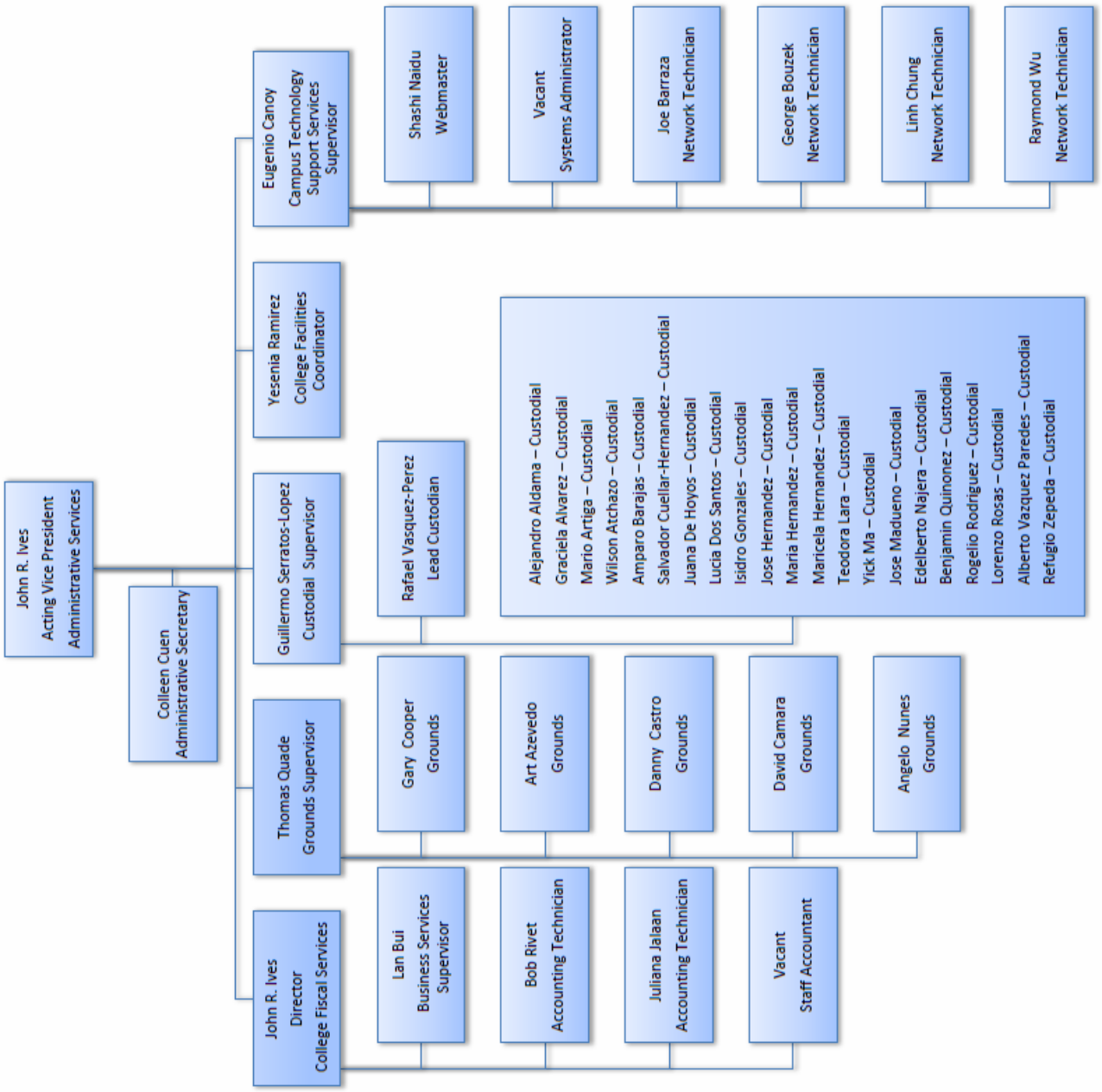
EVC ACADEMIC AFFAIRS



EVC STUDENT AFFAIRS



EVC ADMINISTRATIVE SERVICES



DISTRICT ACCREDITATION FUNCTIONAL MAP

At San Jose Evergreen Community College District, a multi-college district, functions are delineated in support of the colleges with the focus of promoting student success. The District has a Delineation of Functions Map, originally created in 2012-2013. The purpose of the Accreditation Functional Map is to clarify the locus of responsibility, between the District Office[1] and the colleges, for various aspects of the accreditation standards: where the evidence should be found; who has primary responsibility for addressing the standard; and whether or not there should be shared accountability from an accreditation perspective. This functional map is designed specifically to delineate responsibility for providing accreditation evidence. It is not for the purposes of delineating support for functions.

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

P = Primary (primary responsibility for providing evidence; primary writer for the standard)

S = Secondary (provides some evidence where needed; contributes to the writing but not primary)

SH = Shared (responsibility for providing evidence for the standard is shared between the district and the campus)

SHW = Shared with Workforce (same as Shared, but Workforce Institute has responsibility for Adult and Non-credit offerings)

N = Not involved or Not Applicable

[1] For these purposes the District Office includes the Workforce Institute and the Foundation.

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.

1A. Mission	District	College
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 achievement (ER6)	SH	SH
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.	S	P
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.	S	P
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) (website)	SH	SH
1B: Assuring Academic Quality and Institutional Effectiveness	**District**	**College**
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.	S	P
The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	S	P
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)	S	P
The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	S	P
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.	S	P
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.	SH	SH
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.	SH	SH
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.	S	P
The institution engages in continuous, broad based, systematic evaluation and planning.	SH	SH

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)	SH	SH

1C. Institutional Integrity	District	College
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)	S	P
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)	S	P
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)	S	P
The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	S	P
The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH
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.	S	P
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)	S	P
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.	SH	SH
Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	N	P
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. (HR)	S	P
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	N
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) (chancellor's office)	SH	P

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) (chancellor's office)	SH	P
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 organizations, or supporting external interests. (bot, chancellor's office)	SH	P

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.

2A. Instructional Programs	District	College
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)	SHW	P
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.	SHW	P
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.	S	P
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.	N	P
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)	S	P
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)	N	P
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.	SHW	P

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.	S	P
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)	S	P
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)	S	P
2A. Instructional Programs	**District**	**College**
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.	N	P
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)	N	P
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.	N	P
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.	N	P
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.	S	P
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.	SHW	P
2B. Library and Learning Support Services	**District**	**College**
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)	N	P

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.	SHW	P
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.	S	P
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)	N	P

2C. Student Support Services	District	College
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)	S	P
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.	S	P
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)	S	P
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.	S	P
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.	N	P
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)	N	P
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	S	P
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. (ITSS)	SH	P

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).

3A. Human Resources	District	College
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
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)	SH	SH
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
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.	SH	SH
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.	P	S
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.	SH	SH
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)	S	P
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.	S	P
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

3A. Human Resources	District	College
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)	S	P
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.	P	S
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
The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
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
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.	P	S
3B. Physical Resources	**District**	**College**
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.	P	S
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.	P	S
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.	P	S
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
3C. Technology Resources	**District**	**College**
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
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
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
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
The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH

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
3D. Financial Resources	District	College
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
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
Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
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.	P	S
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
Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	P	S
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.	P	S
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.	P	S
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
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.	P	S
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.	P	N
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.	P	N

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.	P	S
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 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.	P	S

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.

4A. Decision-Making Roles and Processes	District	College
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
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.	SH	SH
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.	SH	SH
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.	SH	SH
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.	SH	SH
The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH

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.	SH	SH
4B. Chief Executive Officer	District	College
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.	SH	SH
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.	SH	P
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.	S	P
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.	SH	P
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.	SH	SH
The CEO works and communicates effectively with the communities served by the institution.	SH	P
4C. Governing Board	District	College
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)	P	S
The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	P	S
The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	P	S
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)	P	S
The governing board establishes policies consistent with the college/district/sys-tem 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.	P	S
The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	P	S

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.	P	S
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.	P	S
4C. Governing Board	District	College
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.	P	N
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.	P	N
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.	P	N
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)	P	N
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.	P	N
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.	P	S

4D. Multi-College Districts or Systems	District	College
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.	P	S
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.	P	S
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.	P	S
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.	P	S
District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
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
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.	P	S

COMPLIANCE WITH ELIGIBILITY REQUIREMENTS 1-5

1. AUTHORITY

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

2. OPERATIONAL STATUS

The institution is operational, with approximately 9,300 students enrolled each semester. Most of these students are enrolled in courses that lead to degrees and certificates. (See Student Enrollment Data)

3. DEGREES

Evergreen Valley College offers 37 associate degree and 22 certificate programs. Of these, nineteen degrees and four certificates are offered with general education distance education components. Degree programs, including major requirements, specific area requirements, and general education requirements are designed to include 57-60 units of credit, or two full-time years. (See Standard 2A.1)

4. CHIEF EXECUTIVE OFFICER

The Evergreen Valley College president serves as chief executive officer for the college and is responsible for the development of all programs and services, including distance education, and for the administration and operation of the college. The president is appointed by the Board of Trustees and does not sit on the Board of Trustees for the district pursuant to board policy 2010. (See Standard 4B. Chief Executive Officer)

5. FINANCIAL ACCOUNTABILITY

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

COMPLIANCE WITH COMMISSION POLICIES

The Accrediting Commission for Community and Junior Colleges (ACCJC) has created a checklist for evaluating compliance with the federal regulations and commission policies. To guide the Commission and the visiting team in reviewing this compliance, the College has addressed these policies throughout the narrative; however, highlights and evidence of compliance are presented here.

PUBLIC NOTIFICATION OF AN EVALUATION TEAM VISIT AND THIRD PARTY COMMENT

The institution has made an appropriate and timely effort to solicit third-party comment in advance of a comprehensive evaluation visit.

- Evergreen Valley College has provided internal constituencies and community members the opportunity to make third-party comments about the self-evaluation visit through three alternative delivery methods: via the internet, in writing, and in person.
- Individuals have been encouraged to submit their comments in writing, signed, and accompanied by affiliation with a return address and telephone number.
- The College president notified the community, faculty, staff, administrators, and students in person and in writing through campus/community forums, college website and email distribution.
- Eligibility Requirement 21
- See Standard 1C.5 and Standard 1C.12.

The institution 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 and remains ready and able to work with the visiting team and with the Commission should any third-party comments of concern arise.
- Eligibility Requirement 21
- See Standard 1C.5 and Standard 1C.12.

The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment.

- Evergreen Valley 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 for easy completion.
- The president of EVC, as the institution's chief executive officer, has led in meeting this expectation to notify the public in sufficient time for adequate comment before the Commission deadline of receipt no later than five weeks before the scheduled Commission consideration or meeting.
- Eligibility Requirement 21
- See Standard 1C.5, Standard 1C.12 and Standard 4B. Chief Executive Officer

Conclusion

The College complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment. The College has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

STANDARDS AND PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

- Evergreen Valley College has determined and established institution-set standards at the College level.
- Successful course completion is one of the measures of analysis; Successful Course Completion is also a target under the California Institutional Effectiveness Partnership Initiative (IEPI).
- EVC has also set standards of institutional performance for other measures including job placement rates and licensure passage.
- The institution-set standards were set and established using the college's participatory governance process with faculty input.
- Eligibility Requirement 11
- See Standard 1B.3

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

- The first iteration of institution-set standards at the program level at EVC was a review of examination pass rates in programs for which students must pass licensure examinations in order to work in their fields of study.
- Based on this examination, discussions occurred in the academic senate and the college governance council.
- Institution-set standards for program completions were established and are being included in program review for the 2016-17 academic year.
- Eligibility Requirement 11
- See Standard 1B.3

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources, and to make improvements.

- Evergreen Valley College assesses progress in fulfilling its mission and meeting the goals and outcomes of its Educational Master Plan.
- The Institutional Effectiveness Committee and the College Council evaluate and discuss EVC's performance on the goals and outcomes and makes recommendations to other College committees.
- Further, the student performance measures are being incorporated into program planning.
- Eligibility Requirement 11
- See Standard 1B.3, Standard 1B.5

The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

- Student performance metrics are included in Program and Review unit evaluations and questions guide units to consider reasons for underperformance in various areas.
- Programs are evaluated on the extent to which they have aligned with the College's strategic initiatives, analyzed student performance, and used the results of learning assessment for programmatic improvement.
- Student performance indicators are incorporated into program review. They become part of the College's overall continuous improvement efforts.
- Eligibility Requirement 11
- See Standard 1B.3, Standard 1B.5

Conclusion

The College has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

CREDITS, PROGRAM LENGTH, AND TUITION

Credit-hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

- EVC conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of student learning for an associate degree.
- Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its Program and Course Approval Handbook.
- EVC as a college and through the District has in place written policies and procedures to determine a credit hour that generally meet commonly accepted academic expectations.
- All programs and courses are approved by the California Community College Chancellor's Office. The EVC Academic Senate, in cooperation with the State Academic Senate, has established a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid.
- Board Policies establish minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum.
- EVC's Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum 60-unit requirement.
- Eligibility Requirements 9, 10, and 12
- See Standard 2A.5, Standard 2A.6, Standard 2A.9, Standard 2A.10, Standard 2A.11, Standard 2A.12

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

- EVC as a college and through the District has in place written policies and procedures to determine a credit hour that generally meet commonly accepted academic expectations.

- All programs and courses are approved under the California Education Code and administrative regulations promulgated there under. EVC Academic Senate, in cooperation with the State Academic Senate, has established a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid.
- Board Policies codify minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum.
- The EVC Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.
- Eligibility Requirements 9, 10, and 12
- See Standard 2A.5, Standard 2A.6, Standard 2A.9, Standard 2A.10, Standard 2A.11, Standard 2A.12

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

- Tuition at the College is a uniform rate per unit with additional fees for labs where relevant or appropriate. Otherwise, tuition is consistent.
- Eligibility Requirement 11
- See Standard 1C.2, Standard 1C.6

Any clock-hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

- The College does not offer clock-hour based courses.
- See Standard 2A.9.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

- EVC conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree.
- Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its Program and Course Approval Handbook.
- EVC as a college and through the District has in place written policies and procedures for determining a credit hour that meet commonly accepted academic expectations.
- All programs and courses are approved under the California Education Code and administrative regulations promulgated there under. The College Academic Senate, in cooperation with the State Academic Senate, has established a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid.
- Board Policies codify minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum.
- The EVC Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.
- Eligibility Requirements 9, 10, and 12
- See Standard 2A.5, Standard 2A.6, Standard 2A.9, Standard 2A.10, Standard 2A.11, Standard 2A.12

Conclusion

The College complies with the Commission Policy on Institutional Degrees and Credits. The College has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

TRANSFER POLICIES

Transfer policies are appropriately disclosed to students and to the public.

- Board policies on the transfer of credit are available on the SJECCD website.
- Administrative regulations on the transfer of credit are available on the SJECCD website.
- The College catalog describes the evaluation process and the necessary forms for students to complete the process are included on the College website and are available in person.
- The EVC website provides students with the Transcript Evaluation Application Form and a list of approved Transcript Evaluation Agencies. Students are encouraged at every stage in the process to meet with a counselor and transcript evaluators for evaluation.
- Eligibility Requirement 20
- See Standard 2A.10

Policies contain information about the criteria the institution uses to accept credits for transfer.

- District policies of courses awarded as credit to satisfy degree requirements from an accredited institution by either the U.S. Department of Education or the Council on Postsecondary Accreditation are specified.
- Administrative regulations comprehensively specify the policies and criteria for the transfer and award of credit between the EVC and other institutions of higher learning and define the guidelines for acceptance of degree-applicable coursework completed at other Colleges and for military service transfer credit.
- Board policy establishes the criteria for acceptance of upper division coursework to meet associate degree requirements and policy on the use of upper-division coursework to satisfy Transfer Curriculum (IGETC or CSU GE).
- Eligibility Requirement 20
- See Standard 2A.10

The institution complies with the Commission Policy on Transfer of Credit.

- To evaluate and grant transfer credit, College faculty, counselors, students, and staff use a common articulation system (ASSIST) 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 with the California State University system and streamline transfer between institutions.
- College counselors and transcript evaluators use the Transfer Evaluation System (TES) database for coursework taken within institutions of higher education in the United States.
- Eligibility Requirement 20
- See Standard 2A.10

Conclusion

The College complies with the Commission Policy on Transfer of Credit. The College has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

- The College oversees and supports online instructional programs and support services including online, hybrid, and web-enhanced instruction for both credit and non-credit classes.
- The College supports the learning management system to enhance online, hybrid, and on-campus instruction.
- At EVC, all class offerings, regardless of delivery mode, follow the same course outline of record (COR).
- Discipline faculty in academic programs complete Program Review, which includes success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery.
- See, EVC's approved Substantive Change Proposal for Distance Education
- Eligibility Requirements 9, 15, and 17
- See Standard 2A Instructional Programs

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

- At EVC, all class offerings, regardless of delivery mode, follow the same course outline of record (COR).
- Discipline faculty in academic programs complete program review, which includes success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery.
- Dialogue about success in online courses takes place during faculty meetings and in discussions between faculty department leads, the deans, and the vice president of instruction.
- Student Services departments review program efficiency and effectiveness with the delivery of online support as part of the discussions.
- See, EVC approved Substantive Change for Distance Education
- Eligibility Requirements 9, 15, and 17
- See Standards 2A Instructional Programs and 2C Student Support Services

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

- The College uses a learning management and data management system for online, hybrid, and web-enhanced classes. The college provides secure login for both faculty and students. Students are authenticated through the SJECCD student information system.
- See, EVC Approved Substantive Change for Distance Education

- Eligibility Requirements 9, 15, and 17
- See Standard 3C Technology Resources

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

- EVC has a fully interactive web presence and distance learning program that assures that the online infrastructure, financial, student, and academic support are present and ready for future needs and advancements.
- See, EVC Approved Substantive Change for Distance Education
- Eligibility Requirements 9, 15, and 17
- See Standard 3C Technology Resources

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

- The College oversees and supports online instructional programs and support services, including online, hybrid, and web-enhanced instruction for both credit and non-credit classes.
- The dean supports professional development for the College's learning management system and effective strategies to enhance online learning.
- At EVC, all class offerings, regardless of delivery mode, follow the same course outline of record (COR).
- Eligibility Requirements 9, 15, and 17
- See Standard 2C Student Support Services.

Conclusion

The College complies with Commission Policy on Distance Education and Correspondence Education. The College has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

STUDENT COMPLAINTS

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.

- Board policies and administrative procedures are accessible online at the District's website under the Board of Trustees link.
- 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 (e.g., complaint and discrimination) and use terms under federal and state laws and the categories of discrimination. In addition to prohibited discrimination, other student complaints and grievances are described in administrative procedures promulgated under the rules which are available online at the District's website.
- To facilitate the complaint process, the board policies and administrative procedures on complaints are found in the College catalog. In the catalog, the key components of the procedures and processes are

explained, such as, Student Grievance Procedure, Student Discipline, Grade Complaints, and Student Right-to-Know.
- The language in the catalog describes the purpose of student grievances and directs a student to contact appropriate college personnel.
- The forms for generating a student grievance are also on the College's website.
- Eligibility Requirement 21
- See Standard 2C Student Support Services

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

- The student complaint files for the previous six years (since the last comprehensive evaluation) are available to the site team for review.
- Eligibility Requirement 21
- See Standard 2C Student Support Services

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

- EVC remains prepared for any questions that the team members may have about the complaint files, procedures, or policies.
- Eligibility Requirement 21
- See Standard 2C Student Support Services

The institution 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 of the required information from the ACCJC on the College's main accreditation webpage.
- The College lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution, and identifies links for any student complaints. The College lists the contact information for complaints to the SJECCD and the California Community College Chancellor's Office
- Eligibility Requirement 21
- See Standard 2C Student Support Services

The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

- Board policies and administrative procedures are accessible on the College's website under the Board of Trustees link.
- 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 (e.g., complaint and discrimination) and use terms under federal and state laws and the categories of discrimination. In addition to prohibited discrimination, other student complaints and

grievances are described in administrative procedures promulgated under the rules which are available online at the District's website.

- To facilitate the complaint process, the board policies and administrative procedures on complaints are found in the College catalog.
- The language in the catalog describes the purpose of student grievances and directs a student to contact appropriate college personnel. The forms for generating a student grievance are also on the College's website.
- Eligibility Requirement 21
- See Standard 2C Student Support Services

Conclusion

The College complies with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions. The College has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

INSTITUTIONAL DISCLOSURE AND ADVERTISING AND RECRUITMENT MATERIALS

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- Integrity is assured through having multiple people across the college review major documents such as the catalog and class schedule. College subject matter experts review publications and advertising pertaining to a specific area.
- The College catalog accurately provides the College's official name, address, telephone numbers, and website addresses. These are also provided in the class schedule. The catalog also provides the College mission statement, purpose and objectives, and entrance requirements and procedures. These can also be found in the class schedule and the Admissions and Records webpages.
- The catalog is revised and reissued every year, and the class schedule is published twice per year (fall/spring and summer). Inaccuracies and ambiguities are corrected promptly with errata noted.
- College staff and faculty who are well versed in the College admissions procedures and programs handle student recruitment.
- Eligibility Requirement 21
- See Standard 1C.2, Standard 2C.4

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

- Evergreen Valley College ensures all publications and advertising disseminated to the public are clear, accurate, and free of any misrepresentations. All documents and webpages are reviewed for accuracy and completeness.
- The use of the term "accredited" is used only in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation on Accredited Status. It is stated accurately and fully in a comprehensive statement that identifies the accrediting body by name. No program is referred to as "this

program is accredited" unless it has a specific accreditation, such as the Dental Hygiene or Cosmetology program.

- Eligibility Requirement 21
- See Standard 1C.1, Standard 1C.2, Standard 1C.5, Standard 1C.13

The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

- The College lists all of the required information from the ACCJC on the College's main accreditation page.
- The College lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution and identifies a link for any student complaints.
- The College lists the contact information for complaints to the SJECCD and the California Community College Chancellor's Office.
- Eligibility Requirement 11
- See Standard 1C Institutional Integrity.

Conclusion

The College complies with the Commission Policy on Institutional Disclosure and Advertising and Recruitment Materials. The College has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

TITLE IV COMPLIANCE

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

- Evergreen Valley College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.
- The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education's Federal Student Aid assessment guide. Financial Aid Office staff also attends regular conferences, workshops, on site, and web training offered by the US Department and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations.
- The most recent audit of the EVC programs was during the 2015-2016 award year. The results were no findings and no recommended corrective action plans.
- Eligibility Requirement 5
- See Standard 3D.15

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

- The USDE has not identified any issues with the EVC's Financial Aid procedures and processes.

- Eligibility Requirement 5
- See response to Standard 2C Student Support Services, Standard 3D.15

The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

- Evergreen Valley College's default rates on student loans fall within the acceptable range under federal guidelines and parameters.
- According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to the loss of the Direct Loan Program and/or Federal Pell Grant Program. Evergreen Valley College's three-year cohort default rates were 2010: 15.2%, 2011: 13.0%, and 2012: 13.3.
- Cohort default rates of colleges may be queried from the US Department of Education's website.
- Eligibility Requirement 5
- See response to Standard 3D.14

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

- EVC's contractual relationships to offer and receive educational, library, and student support services are appropriate for an institution of higher education. The District coordinates purchase of subscriptions for both campuses with the Community College Library Consortium of California, and the College renews formal membership agreements on an annual basis.
- Contracting practices and agreements support the College mission, goals, and priorities and are in compliance with board policies and administrative regulations.
- District polices ensure the integrity of such agreements.
- Purchasing practices are reviewed as part of the annual audit and Program Review processes.
- This review includes statistical testing of expenditures for contracts. There have been no exceptions cited for contractual agreements with external agencies.
- Eligibility Requirement 5
- See Standard 1B.5, Standard 3D.16

The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

- Evergreen Valley College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.
- The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education's Federal Student Aid assessment guide. Financial Aid Office staff also attend regular conferences, workshops, on site and web training offered by the US Department and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations.

- The College has designated personnel with signing authority for contracts and such contracts include details regarding the work to be performed or the services to be provided, the period of the agreement, and delineate responsibilities for the College and the contracted organization.
- The most recent audit of EVC programs was during the 2015-2016 award year. The results were no findings and no recommended corrective action plans.
- Eligibility Requirement 5
- See response to Standard 3D.15, Standard 3D.16

Conclusion

The College complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. The College has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

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.

1A MISSION

STANDARD 1A.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 Evergreen Valley College mission describes the institution's broad educational purposes, the students it serves, the degrees and other credentials it offers, and its commitment to student learning and achievement. It establishes the College's goals, directions, plans and processes and is the foundation for all of EVC's programs and services.

The initial sentence serves two key purposes. First, it identifies the three guiding principles – equity, opportunity, and social justice – which give direction to all of EVC's programs and services. Second, it acknowledges the "diverse backgrounds" of its intended population and the variety of their academic needs. Finally, it places student success, in academics and in the world, at the heart of the work at EVC.

Evergreen Valley College Mission

WITH EQUITY, OPPORTUNITY AND SOCIAL JUSTICE AS OUR GUIDING PRINCIPLES, EVERGREEN VALLEY COLLEGE'S MISSION IS TO EMPOWER AND PREPARE STUDENTS FROM DIVERSE BACKGROUNDS TO SUCCEED ACADEMICALLY AND TO BE CIVICALLY RESPONSIBLE GLOBAL CITIZENS.

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

Approved by the SJECCD Board of Trustees

The closing sentence of the mission sets forth the educational opportunities and student support services that the college offers in order to maximize student success.

The College mission is mapped to the San Jose-Evergreen Valley Community College District mission [1A1.1] as well as the California Community College system mission [1A.1.2].[2]

[2] Eligibility Requirement 6 Compliant. Appropriate to Higher Education and the Constituency It Seeks to Serve.

BROAD PURPOSES

EVC's mission includes a broad range of functions to meet the needs of its intended population, including:

- a transfer pathway serving as the first two years of a baccalaureate study [See Standard 2A.12]
- the attainment of an associate's degree as a milestone, especially in career and technical education fields [See Standard 2A.1]
- career and technical education, and contract education for local businesses and employers [See Standard 2A.14]
- pre-collegiate, basic skills education for the large number of first-generation college students, English language learners, and other students who enroll unready to produce collegiate level work [See Standard 2A.4]
- noncredit and community education services, such as lifelong learning and second language acquisition.

These purposes are appropriate for higher education and approved through a rigorous curriculum process generated by faculty, approved by the SJECCD board and ultimately submitted to the California Community College Chancellor's Office for review and inventory. Each of these functions operates concurrently but not independently.

Transfer Pathway

The transfer and general education pathway provides broad avenues to meet the needs of our students who desire a baccalaureate degree. The transfer function at EVC represents the largest sector of students at our institution. According to trends identified in the most recent College fact books, approximately one-third of those enrolling at the institution identify transfer as their primary educational objective. [1A1.3]

In response, the college has developed an extensive general education curriculum grounded in a strong philosophy. Students can select one of three pathways to achieve the higher level learning: the Intersegmental General Education Transfer Curriculum (IGETC), CSU GE Breadth, or a district general education pathway for traditional degrees. (See Standard 2A.12) For transfer students who desire an associate's degree along the way, the college has created eight transfer associate's degrees under the new California pathway system**.** [1A1.4]

In addition to the academic support of transfer, the College provides a wide range of student support services, such as articulation agreements with public and private universities, a transfer center, and a fully-staffed counseling center to help students set educational plans and timelines for transfer, both online and on campus. The College created student support programs specifically tailored to address the diverse needs of all students, including special academic programs, [1A1.5] categorical programs (Foster Youth, EOPS, DSP), and programs benefiting military students. (See Standard 2C.1)

Associate's Degrees and Certificates

EVC offers traditional academic associate's degrees in many disciplines; the hallmark of its terminal degree function is its program offerings in stable and emerging career and technical education fields. Currently, the College offers 19 career and technical degrees, including programs in nursing, paralegal studies, automotive technology, and computer aided design (see 1A.1.4). The College maintains the currency and relevancy of these degrees and certificates by creating and revising curriculum through the assistance of industry input and advisory

groups, tying assessments of student learning to competencies needed in the workforce, and preparing students for licensure and certification. (See Standard 2A.14)

Pre-collegiate Education

Many of the students attending EVC, such as first-generation college students and English language learners, need additional support in their academic preparation. According to a recent study, approximately 65% of incoming students enter EVC under-prepared and assessed to take developmental/pre-college course work. The College established a curriculum pathway in mathematics and English that helps move students to collegiate level courses in these key disciplines. (See Standard 2A.4) In addition, a student success committee studies basic skills program data and directs the use of funds to increase the number of students on this pathway. [1A.1.6] [See Standard 1B.6]

INTENDED POPULATION

As an open access, public post-secondary institution, EVC's intended population includes:

- high school graduates seeking pre-collegiate or general education curriculum for degree completion or to transfer to baccalaureate institutions,
- students returning to school after raising families or long absences,
- individuals entering or re-entering the workforce pursuing career certificates or job skills to prepare for the evolving economy,
- veterans and their families improving their professional and personal skills;
- second language learners seeking functional and academic English skills, and
- life-long learners expanding their personal learning boundaries. [See Student Enrollment Data]

EVC collects both qualitative data and quantitative data about the students so that the College can offer the appropriate programming and tailor support services to help students maximize their learning and achievement. Quantitative data about the students are collected in a variety of ways, including during admission procedures, matriculation and equity analysis, program review, participation in the statewide accountability system (California Scorecard), identification of institutional-set standards, and more recently student learning outcomes analysis (See Standard 1B.6).

Qualitative data about students are obtained through open forums, department discussions, surveys, outreach efforts, during counselor meetings, and as a part of program reviews. A recent example of qualitative data about students occurred at the April 8, 2016 Professional Development day (PDD). The session was facilitated by student leaders, capturing the voices of "what is important to students". The panel description is in the table below and the full PDD agenda is included in the evidence. [1A.1.7]

Student Panel: What is Important to Students?	*Facilitators: Mark Gonzales, Julie Vo* This panel of student leaders, guided by EVC staff, will share what is important to students and what they like best about EVC -- vital information for increasing student success. This presentation emanates from material developed by EVC A.S. G. and Student Ambassadors from a "listening campaign" to collect information about student concerns. The planned outcome of this session is Student Success.	VPA Theatre

Diversity in the Student Body

The Evergreen Valley College student body reflects the population of the community as a whole, and particularly those likely to attend a community college as the primary pathway to post-secondary education. [1A.1.8] Specifically, EVC provides programs and services to a diverse population in San Jose and the surrounding portions of Santa Clara County. It is one of two community colleges located in the city of San Jose, which ranks as Northern California's largest city with over 1,000,000 residents. More than 378,000 of these residents are first-generation immigrants, one of the highest numbers in the country. East San Jose, where Evergreen Valley College is based, is home to large communities of immigrants from Vietnam, Mexico, Central America, India, China, the Philippines, Eastern Europe, and the Middle East. Additionally, Latino/Hispanic and Asian-American constitute a significant part of the population (41% and 31%, respectively). [See Socio-Economic Data]

Many students who attend EVC are significantly impacted by the cost attending higher education. The College provides financial support to help them meet their educational goal. In the last academic year, over 7,000 students received the Board of Governors (BOG) Enrollment Fee Waiver. Additionally, over 3,000 students received grants, with the majority receiving Pell Grants. [1A1.9]

The College strives to reach all segments of its intended populations and ensure that underrepresented groups do not experience disproportionate impact or lack of educational opportunity in success measures. [1A.1.10] The Student Success Committee [1A.1.11] examines college processes and structures and makes recommendations to the president for improvements.

Distance Education

The College is keenly aware of the growing role that distance and online education are playing in the lives of students in general and at EVC in particular. The College monitors the enrollment, success and growth in online education and recently submitted a substantive change proposal to offer 50% or more of courses in programs in an online modality. [1A.1.12]

STUDENT LEARNING

EVC examines the competencies in skill and knowledge gained by its students in all segments of study or activity, using measurable learning outcomes at the institutional, program, degree, and course levels.[3] Assessment also occurs in the student services areas. [1A.1.13]

The assessment of student learning outcomes (SLOs) has become the college's most successful instrument in ensuring that its mission is implemented successfully. In recent years, a dedicated SLO Coordinator and Student Learning Outcomes and Assessment Committee (SLOAC) [1A.1.14] have guided the college through the process of establishing, assessing, and evaluating outcomes at the institutional and program levels and making lasting improvements based on these evaluations. Findings from outcome assessment are included in program review. The plans are prioritized to support its commitment to using student learning outcomes (SLOs) to foster growth and improvement, so that the college nurtures meaningful discussion and practice in this regard. This synergy and ongoing reflection now permeates classroom teaching, library services, counseling, and student affairs units of

[3] See ACCJC Glossary, Definition of Student Learning

the campus. The College's culture of continuous quality improvement is the best evidence that the promise of its mission statement is being realized. [See Standard 1B.1, Standard 1B.2, Standard 2A.3]

STUDENT ACHIEVEMENT

Student success 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.[4] Student success data are collected and shared in a variety of ways as part of equity analysis, program review, the California Scorecard, the stretch goals of the Institutional Effectiveness Partnership Initiative (IEPI), institutional set standards, strategic initiatives, and grants and other initiatives at the institution. [1A.1.15; 1A.1.16; 1A.1.17; 1A.1.18.; see also 1A.1.6; 1A.1.10]

Analysis and Evaluation

The College meets the standard and fulfills eligibility requirement 6. In compliance with BP 1200, the mission statement demonstrates the College's commitment to student learning and success, and serves as the seminal document to establish the College's goals, directions, plans, and processes, and provides the foundation for all of EVC's programs and services. Evergreen Valley College's mission accurately describes the College's broad educational purposes, intended student population, types of degrees and certificates offered, and its commitment to student learning and achievement. The College monitors the enrollment, success and growth in online education and recently submitted a substantive change proposal to offer 50% or more of courses in programs in an online modality. The types of degrees and certificate awards are in line with the State of California regulations and part of the traditional multi-function purpose of a community College; the transfer function represents the largest sector of students at EVC. Furthermore, the College studies its intended population, creates academic programs, and provides support services that help students reach their educational objectives; many of the students who attend EVC are first generation college students, second language learners and other students whose academic preparation needs additional support services. Learning analysis takes place at the course, program, and institutional levels as well as in student support services. Student learning outcomes assessment has become the college's most successful instrument in assuring that its mission is implemented successfully. The College coordinates all mission efforts on both the skills and competencies needed in college and after matriculation (student learning) but also on the attainment of recognized educational milestones which form the basis of success after college (student achievement).

In order to facilitate continued committee/council priorities focused on fulfilling the mission, the college will be incorporating mission review and dialogue on committee activities to fulfill the mission at one of the first meeting minutes. The plan is noted in Changes and Plans Arising Out of the Self-Evaluation Process and will be incorporated into the committee chair training scheduled for fall 2016.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

[4] See ACCJC Glossary, Definition of Achievement

STANDARD 1A.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

EVC has a culture of using evidence and data to determine how effectively it is accomplishing its mission. The data and evidence establishes whether the mission directs the institution's priorities in meeting the educational needs of students. The College evaluates data about its performance with respect to its mission and goals using the California Scorecard, improvement targets under the Institutional Effectiveness Partnership Initiative, institutional performance measures, the equity plan, program review, and progress on locally identified strategic initiatives.

This institutional culture of evidence bases its foundation on the institution's research office [1A.2.1], which delivers valuable and user-friendly data, reports, and presentations to faculty, staff, students, the Board of Trustees, and the College administration. The research office has the capacity to provide data and information that is pertinent to short and long range planning and decision making, institutional effectiveness and accountability, student learning outcomes, student success and achievement, program review, and federal and state mandated reports. Evergreen Valley College uses both quantitative and qualitative data and communicates the findings in a variety of formats.

CALIFORNIA SCORECARD

The Scorecard emphasizes educational milestones, momentum points, and tipping points in a student's college experience. The Scorecard [1A.2.2] reports student outcomes in two final outcomes measures: Completion (transfer and degree and certificate completion) and Career and Technical Education Success. The accountability scheme also identifies three college level tipping point measures as predictors of later success: 30-unit acquisition, persistence, and basic skills progress. [1A.1.3]

Data from the annual scorecard measure is shared with the institution through its integrated planning and governance structures, specifically through the Student Success and Equity Committee. [1A.2.3]

INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

The College tracks progress on Successful Course Completion through the California Institutional Effectiveness Partnership Initiative (IEPI). [1A.2.4] The State of California is currently identifying additional measures, and the College is making preparations to extract trend data based on this information. Targets for improvement have been set.

INSTITUTION SET STANDARDS

The college has set performance metrics for student achievement, both in individual programs and for institution-wide student achievement. The college has defined and set levels of expected performance appropriate for measuring achievement of institutional mission, for determining ways to innovate, and for analyzing the college's performance in the larger context of higher education. EVC assessed student performance against locally set

standards in order to determine institutional effectiveness and academic quality and to inform planning and action for continuous innovation.[5]

The maturity of the college in setting standards continues to develop. In 2016, the college triangulated data on five year running average for the college and statewide, and for peer institutions based on socio-economic status. [1A1.17] Through the program review process [1A2.5], standards now extend to the program level through TOP code analysis using five year running averages for the college and the state system.

EQUITY ANALYSIS

The College examines the key measures from the California Scorecard for traditionally underrepresented groups to assess for disproportionate impact. The analysis culminates in the production of an equity plan [1A.2.6] with set goals for improvement and for repurposing of resources (human, financial, technological and physical) to close identified gaps.

The primary way the college supports equity in success is by building a close partnership between instruction and student support services in the form of Student Success and Equity Committee (SSEC), [1A.2.7] formerly called the Student Success (and Matriculation) Committee. The committee searches for and disseminates effective, research-based practices that aim to help students identify and complete their education and career goals. On-going projects to expand the Early Alert program, Campus Tutoring, and the Textbooks on Reserve collection at EVC Library stem from this workgroup, demonstrating the close relationship between instruction and student support services. (See Standard 2A.7)

PROGRAM REVIEW

College-wide program review focuses on how programs advance the College's mission and improve student achievement and learning. The process includes reflection and planning pieces that provide program leads the opportunity to mold faculty dialogue into specific steps to meet institutional objectives and improve program effectiveness. [See 1A.2.6] As a critical driver of planning and resource allocation at EVC, the program review process encourages a meaningful review of data that appropriately reflects the fulfillment of program standards. Student success data is the core of data packets delivered to program leads in all instructional and student services units to help assess progress on the mission. [1A.2.8; 1A.2.9]

[5] See, ACCJC Glossary Institution Set Standards

EVC STRATEGIC INITIATIVES

In 2010, the college established plans having a common theme of addressing the major elements in the College Strategic Plan: (1) organizational transformation, (2) student centeredness, and (3) community engagement. The college renewed these initiatives as part of the 2014-2015 Educational Master Plan. Figure 2 depicts the initiatives in greater detail.

EVC Strategic Initiatives

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

STUDENT LEARNING

Student learning data is collected and coordinated by the EVC Student Learning Outcomes (SLO) coordinator. The SLO coordinator heads a SLOAC committee, which meets regularly to find ways to reach out to faculty on the use and inclusion of SLO findings, assistance in writing outcomes, and inclusion of SLO findings in program review. [1A.2.10] The SLO coordinator also serves as the chair of the College's Institutional Effectiveness Committee (IEC), which oversees planning, accreditation, and program review efforts at the college. This connection ensures that improvements are made to the inclusion of learning findings into the program review, reflect, and plan process. Plans generated using learning findings are prioritized by the college IEC [1A.2.11] and passed on to the budget committee [1A.2.12] for funding availability and decision-making. Recommendations are made to the college council [1A.2.13] chaired by the president, who makes ultimate decisions about how the plans meet the mission.

Current Efforts

The goal for the new master planning cycle is to better use data to measure accomplishment of the mission through:

- Regular review of student success data (completion rates, course success rates, graduation rates, transfer rates)
- Data from the student success committee (education plan attainment)
- Data from special programs serving a large group of our diverse students – Enlace, Affirm and Aspire
- Greater use of ILO assessment results
- Better operationalization of the strategic initiatives with more direct connection in program review.
- Regular mission review and update as part of the strategic planning process

The Collection has created the 2016 Implementation Plan for the new Educational Master Plan which includes the creation of an integrated planning manual, an established template for the measured progress on strategic goals, improved communication of information and established methods to assess and evaluate systems, processes and cycles. [1A.2.14]

Analysis and Evaluation

The College meets the standard. Evergreen Valley College has recognized policies, procedures, and practices that assess student learning and success, as well as efficiency and productivity, and track progress on mission goals. The College uses both quantitative and qualitative data to set College-wide priorities, create program plans, and make determinations about requests for resource allocations. Key programs are identified to reduce learning and success gaps, such as Early Alert and Supplemental Instruction.

The Scorecard emphasizes educational milestones and tipping points in a student's college experience. The College tracks progress on Successful Course Completion through the California Institutional Effectiveness Partnership Initiative (IEPI). The College has set performance metrics for student achievement, both in individual programs and for institution-wide student achievement. The College examines disaggregated data for traditionally underrepresented groups in the key measures from the California Scorecard and the IEPI to assess for disproportionate impact. Student learning data is collected and coordinated by the EVC Student Learning Outcomes (SLO) coordinator.

To facilitate the College's maturity in the integration of data into college planning efforts, EVC is addressing ways to improve practices and establish additional infrastructure to increase the capacity of data-driven institutional effectiveness. (See QFE Action Project 1: Planning-Institutional Effectiveness: Refine infrastructure for institutional planning and resource allocation.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1A.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

Evergreen Valley College employs program review to ensure programs and services are aligned with its mission. The institutional mission guides decision-making, planning, and resource allocation. Information gleaned from

program review is used to inform institutional goals for improving student learning and achievement. (See Standard 2A.1 Assurance of Student Learning Assessment Activities- Attainment of SLOs)

EVC's programs and services are aligned with its mission and designed to provide instructional programs and student support services to meet the needs of our students. These programs, both instructional and student support based, are born out of the academic needs of students and the hurdles that students face as they pursue their educational objectives. The focus is on improving both student learning and student achievement.

STUDENT LEARNING

Student learning is aligned at the course, program, student services and institutional levels. The College's Institutional General Education Learning Outcomes (ILOs) are designed to ensure students attain a broad and comprehensive education, regardless of discipline. [1A3.1] Students who pursue degrees are provided general education as part of the degree units (See Standard 2A.12). Certificate students obtain the larger learning through embedded and capstone learning experiences. (See Standard 2A.11)

Course level assessments measure discipline learning, and are mapped to program and institutional level outcomes. Program Student Learning Outcomes (PLOs) and Course Student Learning Outcomes (SLOs) are mapped to the ILOs. [1A3.2; 1A3.3] Student learning outcomes assessment findings guide decision-making, planning, and resource allocation through college processes, committees, and program review to inform institutional goals for student learning and achievement. [1A3.4, 1.A1.15]

Student service learning is measured in student learning outcomes arising from the interaction, access, use, and satisfaction of the programs. In addition, departments examine their service areas for productivity and efficiency. From this, department leads infer the impact of services on student learning. Student service outcomes map to the larger institutional learning levels, which are aligned with the college mission. [1A3.5]

Student services support the college's mission by serving students holistically to help them thrive on campus. Student Support Services [1A.3.6] cover a wide range of support for students and include Academic Support Programs (AFFIRM, ASPIRE, Enlace) [1A3.7], Admissions and Records [1A3.8], Assessment [1A3.9], Athletics [1A3.10], Counseling [1A3.11], the Disabled Student Program (DSP) [1A3.12], the Extended Opportunity Program and Services/Cooperative Agencies Resources for Education (EOPS/CARE) [1A3.13] and Financial Aid [1A3.14]. (See Standard 2C.1)

DECISION MAKING, PLANNING, AND RESOURCE ALLOCATION

EVC's mission statement guides planning, decision making, and resource allocation through the major College plans—the EMP, the Facilities Master Plan, the Technology Master Plan, the SSSP Plan, and the Student Equity Plan— which are all aligned with the mission statement. The planning assumptions in the EVC integrated planning model identify the mission as the foundation for future direction of the college. The EMP is designed to function as an overarching plan, guiding programs and services, new resource requests, prioritization of funding, and identification and prioritization of new faculty positions. [1A.3.15]

The program review cycle asks authors to produce plans that align with the mission and strategic initiatives. Requests for new resources naturally arise in support of these unit plans during program review. [IA.1.16]. Meeting the College mission is a critical factor when allocating new monies, only surpassed by legal, health, and

safety mandates. The IEC [1A.3.16] assists other committees that are part of the integrated planning model at EVC in fulfilling the mission.

Through the program review process, department leads from both instructional and student services units examine student learning, student achievement, and efficiency measures to review department performance. Adjustments are made based on analysis of the data. Program plans are developed for better decision-making, repurposing existing funds, and requesting new funds under the resource allocation process. [1A.3.17]

Analysis and Evaluation

The College meets the standard. The programs and services offered by the College are directly linked to the educational purposes of the College and the intended student population. Program and Services Review processes require programs and services to demonstrate alignment with the College's mission and strategic plan. There are programs that address the needs of first generation students, English language learners, traditional transfer pathway students, and those needing support to do College-level work. Programs, such as Enlace, Affirm and Aspire, have also been created to improve traditionally underrepresented groups.

Student learning is aligned at the course, program, student services and institutional levels. Student service learning is measured in student learning outcomes arising out of the interaction, access, use, and satisfaction of the programs.

EVC's mission statement guides planning, decision making, and resource allocation through the major College plans—the *Education Master Plan*, the *Facilities Master Plan*, the *Technology Master Plan*, the *SSSP Plan*, and the *Student Equity Plan*— which are all aligned with the mission statement.

Evergreen Valley College has established a rigorous program review. The program review process evaluates the learning and success needs of students, and from this process creates decision-making plans and sets resource allocation priorities. Programs must consider student learning and success data as part of program review. Results from program review analysis are used for programmatic and College improvement.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1A.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

Evergreen Valley College articulates its mission in a widely published statement approved by the San Jose Evergreen Community College District governing board. The campus community periodically reviews the college mission statement for currency and relevance, and updates it as necessary.

WIDELY PUBLISHED AND SHARED

The current mission statement is disseminated in print, via the web, and through open discussions in campus and community settings. [1A.4.1] The mission is disseminated via the College's course catalog, Education Master Plan, Facilities Master Plan, and Strategic Plan, among other publications. The mission is posted in each classroom, key

high traffic areas, and committee and council meeting rooms. The mission is also located on the College and District websites.

PERIODIC REVIEW OF THE MISSION

The mission statement was most recently reviewed and updated in October 2015. The president charged the Institutional Effectiveness Committee (IEC) to schedule and conduct the mission review process. The College Council (CC), a participatory governance body responsible for making recommendations to the president, then reviewed the revised mission. One of the express duties of the CC is to ensure regular review and assessment of the currency and relevance of the college mission statement and make recommendations for necessary changes. To achieve this goal, the CC solicits feedback from all constituent groups (faculty, administration, classified employees, and students) and the community through a variety of methods, including surveys, interviews, and dialogue at committee meetings. The CC considers this feedback and makes a recommendation to the president. Upon the president's approval, the matter is then forwarded to the Board of Trustees for action. [1A.4.2]

In 2015 the district retained an outside consulting firm to help the college set long-term goals and short-term objectives with which to meet the college's mission. The 2016 Educational Master Plan, which is largely a directional rather than operational plan, was approved by the Board in December 2015. The EMP is the college's long-term plan and projects EVC's future for the coming decade. [1A.4.3]

The College decided to use the Educational Master Plan to frame conversations about the mission and to craft a short-term plan. In May of 2016, the CC approved an implementation plan developed by the IEC, with the help of the campus researcher. [1A.2.14] This plan identifies the specific actions that the college intends to take in order to achieve the larger master planning goals identified in the EMP. The short-term plan will have strategic objectives that are SMART (specific, measurable, attainable, relevant, and time-bound). Operationalization will rely upon the Progress on the Mission Report, which was completed at the end of the 2015-16 academic year. [1A.1.18] The updated mission statement will guide creation of the short-term plan, inform institutional planning, and improve decision making, as indicated by the college integrated planning model. [1A.3.15]

Analysis and Evaluation

The College meets the standard and fulfills eligibility requirement 6. Evergreen Valley College widely shares its mission with students, faculty, staff, administration, and the community it serves through the College website and print literature about programs and services. The mission statement is displayed in the catalog, and in rooms on campus. The College mission statement is approved by the Governing Board, and the College recently reviewed and revised the mission for currency and relevance through a strong shared governance process.

To facilitate the college's maturity in the integration of college planning efforts, EVC is addressing ways to improve practices and operationalize planning timelines, including regular review of the mission. QFE Action Project 1: Planning-Institutional Effectiveness: *Operationalize long-term and short-term institutional planning timelines.*

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

CHANGES AND PLANS ARISING FROM THE SELF EVALUATION

- 1A.1 - Create a standard agenda item for committees and councils to discuss the committee's role in meeting the college mission.

EVIDENCE LIST

1A.1.1 BP1200
1A.1.2 California Education Code 66010.4(a)(1)
1A1.3 EVC 2015/2016 Data fact book
1A.1.4 Degree/certificate webpage
1A.1.5 EVC special academic programs webpage
1A.1.6 EVC CA Scorecard
1A.1.7 2016 PDD Schedule
1A.1.8 2015 SSSP Report, access section
1A.1.9 MIS Report-BOG-Pell
1A.1.10 2015 Equity plan
1A.1.11 Student success committee page
1A.1.12 EVC Substantive Change 2015/2016
1A.1.13 SLO assessment for student services web page
1A.1.14 SLO website
1A.1.15 Program review template
1A.1.16 IEPI goals
1A.1.17 ISS
1A.1.18 Progress on the Mission Report
1A.2.1 District research page
1A.2.2 Scorecard
1A.2.3 Student Success Committee – Student Equity Presentation
1A.2.4 IEPI
1A.2.5 EVC program review web page
1A.2.6 EVC equity plan
1A.2.7 Student Equity and Success Committee
1A.2.8 Engineering program review
1A.2.9 EVC program review annual data
1A.2.10 SLOAC web site
1A.2.11 IEC web site
1A.2.12 Budget Committee web site
1A.2.13 College Council web site
1A.2.14 Integrated Planning Implementation Design report
1A.3.1 ILO definition
1A.3.2 AJ010 matrix
1A.3.3 Nursing Program matrix
1A.3.4 Math and science division meeting minutes with SLO discussion
1A.3.5 Disability Support Program matrix
1A.3.6 Student support services web site link
1A.3.7 Special academic programs web site link
1A.3.8 Admissions and records web site link
1A.3.9 Assessment web site link
1A.3.10 Athletics web site link

1A.3.11 Counseling web site link
1A.3.12 DSP web site link
1A.3.13 EOPS / Care web site link
1A.3.14 Financial Aid web site link
1A.3.15 Integrated Planning report 2015
1A.3.16 IEC web site link
1A.3.17 Budget Planning
1A.4.1 Board Agenda 10/13/15
1A.4.2 College Council Mission
1A.4.3 Educational Master Plan

1B ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

STANDARD 1B.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. (ER11)

Evidence of Meeting the Standard

Through its inclusive shared governance committees, professional development days, division and department meetings and campus reporting mechanisms, EVC demonstrates ongoing dialogue about student learning outcomes, student equity, academic quality, institutional effectiveness and improvement of student learning and achievement.

STUDENT LEARNING OUTCOMES[6]

The campus has adopted an SLO assessment cycle based on the Nichols Model of ongoing assessment. [1B.1.1] The foundation of the SLO cycle is adapting to the needs of the student population through continual dialogue at the course, program, department, division and college level. [1B.1.2; 1B.1.3] Information is provided on outcome progress at Professional Development Days (PDD) through presentations made by the Student Learning Outcomes (SLO) Coordinator. [1B.1.4; 1B.1.5]

Continuous dialogue regarding student outcomes occurs throughout the campus in both student services and instructional divisions. Information is provided on outcomes progress at Professional Development Days (PDD) through presentations made by the Student Learning Outcomes (SLO) Coordinator. [1B.1.6]Best practices panels are included to showcase outcomes assessment practices that are exceptional and may provide faculty and staff with innovative ways to incorporate new SLO assessment into their own work. [1B.1.7] As a model for how all of this work should progress The SLO committee in May of 2015 established an Assessment Plan for Instructional courses and Programs. [1B.1.8]

To further EVC's commitment to SLO assessment and dialogue, the SLO committee (formerly a subcommittee of curriculum) became a full standing committee with full endorsement from the Academic Senate at the start of the spring 2016 semester. [1B.1.9; 1B.1.10] The SLO Committee meets bimonthly to review, assess, and discuss all aspects of the SLO assessment process. The SLO Coordinator and members of the SLO Assessment Committee (now identified on campus as SLOAC, Student Learning Outcomes and Assessment Committee) attend ongoing division and department meetings to provide information and partner with the Professional Development Center (PDC) to provide assistance in the SLO assessment process, which is documented through assessment matrices and program reviews for academic programs and student affairs programs. [1B.1.11; 1B.1.12; 1B.1.13; 1B.1.14; 1B.1.15; 1B.1.16; 1B.1.17]

[6] Eligibility Requirement 11 Compliant, Student Learning and Achievement

To facilitate this process, EVC updated the SLO webpage in Spring of 2016 [1B.1.18] to improve ease of use as well as provide online anytime access to the populated outcome assessment matrices, training videos, presentations, and additional resources information, as well as a live chat option. Dialogue about learning outcomes also takes place in the academic senate, faculty meetings and as is captured in the program review process (part C). [1B.1.16; 1B.1.17]

During SLOAC meetings, faculty, administrative leaders, and classified staff converse on a variety of topics including the best methods of assessment, the definition of a program, and the most effective ways to review institutional/general education outcomes; [1B.1.19] members also discusses how to collect outcomes data to pollenate program review and resource allocation. SLOAC membership includes the chair of the Curriculum Committee, allowing the two to work in concert. The SLO coordinator(s) are responsible for reviewing the SLOs for courses and programs under development or revision and are a mandatory part of the CurricUnet approval process. These activities work in tandem to insure both have rigorous outcomes. [1B.1.20]

Programs and offices in Student Services follow the same cycle of SLO assessment established for coursework. Because of this, Student Services has developed student learning outcomes and service area outcomes. [1B.1.21] The SLOAC committee has established minimal assessment benchmarks for Student Services, which the SLO coordinator monitors on a continual basis. [1B.1.22] The EVC college-wide program review process fosters conversations, analysis, and decisions in the instructional and student services program. When faculty, staff, students, and administrators meet to evaluate resource requests that arise in program review, they discuss their responsiveness to SLO assessments. [1B.1.23]

STUDENT EQUITY[7]

Conversations about equitable outcomes are driven largely by the examination of community needs and augmented focus on student equity in California and federal law. The EVC Student Success and Equity Committee and the Student Services division guide the College in the examination of two key aspects of equity. First, the groups lead the examination of the matriculation of the student through the process from outreach to education plan generation to completion of educational objective. Second, the team examines the disproportionate impact and lack of educational opportunities in key success indicators access, course completion, transfer rates, degree and certificate completion and ESL and Basic Skills improvement. The discussions culminate in two plans: The Student Success and Support Plan (SSSP) [1A.1.8] and the College equity plan. [1A.1.10]

Student equity discussions take place in several additional key avenues. Students and the community are informed about the meaning of equity through the Equity webpage, which includes access for faculty and staff to on-demand professional training through Go2Knowledge. Discussion, planning, and evaluation of equity occurs through the Student Success Committee, which includes members from across the campus, including administrators, faculty, staff, and students. Presentations are given to update the College at Professional Development Day (PDD), including data on successful implementation and outcomes.

[7] Eligibility Requirement 11 Compliant, Student Learning and Achievement

ACADEMIC QUALITY

Through all of this work with SLO assessment (at course, program, and service levels) and student equity review, EVC's main goal is to honor its pledge of academic quality and excellence. The efforts at the College take place across divisions, but are led by the College's Institutional Effectiveness Committee (IEC). Led by a faculty chair, the IEC works with key College committees to find new ways of describing how well the learning opportunities and activities in instruction, support services, resource utilization, and College operations result in improved student learning and student achievement of their educational goals.

Evergreen Valley College uses multiple mechanisms to assure that continuous dialogue pertaining to academic quality exists. The integrated planning model [1A.3.15] sets the structure through which dialogue is achieved. The perpetual cycle of evaluation and improvement as part of strategic, functional, and unit plans--e. g, the *EVC Strategic Initiatives, Educational Master Plan, Technology Plan, Distance Education Plan,* etc.--along with learning outcomes assessment and program review processes integrate the discussion of the state of academic quality and the means employed to achieve excellence. The inclusion of SLO best practices panels at PDD, including a Q&A session, allows open discussion of strategies in the evaluation and improvement of student learning. [1B.1.24] Attendance of SLO Committee members at division and department meetings and open access to SLO assessment matrices further facilitates conversations on academic quality. Moreover, the establishment of institutional set standards and Institutional Learning Outcomes, and progress monitoring each, ensures academic quality dialogue occurs at all levels of the College. [1B.1.25; 1B.1.26] Through the inclusion of SLOs in program review, the discussion of academic quality and student achievement is integrated into the strategic planning process and leads to evaluation and discourse on institutional effectiveness. In a recent example, the library conducted a thorough program review and indicated the following changes as a result of assessment activities that are directly linked with academic quality. [1B.1.27]

Plans for Improvement Implemented as a Result of Library SLO Assessment

Instructional component

- Increased interactivity in orientation due to request for more hands-on instruction and activities during these sessions
- Extended use of Libguides as a learning and instruction platform
- Need of dedicated professional staff or additional librarian to support create class-specific research guides

Service areas

- Analyzing library statistics and noting trends to improve use and circulation
- Collaboration with LRC to allow students to utilize its study rooms in response to high demand on library rooms
- Acquiring funds for additional textbooks on Reserve from the Student Success and Student Equity Initiative

INSTITUTIONAL EFFECTIVENESS

The Institutional Effectiveness Committee (IEC) oversees the accreditation, strategic planning and program review processes. [1B.1.28] Through committee meetings, integrated and strategic planning activities, and PDD presentations and activities, sustained dialogue on the effectiveness of services and programs provided to

students is maintained and disseminated through the College community. [1B.1.29] IEC has worked hard to create a mindset and culture that supports planning, rather than simply relying on fluid decision-making.

CONTINUOUS IMPROVEMENT OF STUDENT LEARNING AND ACHIEVEMENT[8]

The goal of all dialogue in outcomes, equity, institutional effectiveness, and academic quality is to improve student learning and achievement through measurable learning outcomes at the institutional, program, degree, and course levels.[9] In addition to examining learning outcomes, EVC reviews the success of students at recognized momentum points and exit points of completion, including successful course completion, number of degrees and certificates, licensure examination passage, post-program employment, and other similar measures. These data are included in the institution-set standards and as part of strategic planning and measuring progress on the mission.[10] [1A.1.18]

Analysis and Evaluation

The College meets the standard. Substantive, sustained, collegial dialog about student outcomes, student equity, academic quality, and institutional effectiveness, and continuous improvement of student learning and achievement occur regularly through both formal and informal means. Regular institutional processes, reports, events, and actions provide the College with significant opportunities to discuss and communicate all aspects of these topics.

Student learning outcomes are a key component of the Program and Services Review process and the curriculum review process. This dialog is institutionally supported through the shared governance process, by way of the IEC, SLOAC, and the All College Curriculum Committee (ACCC). Professional development opportunities for assessing and discussing learning outcomes are ongoing through the Professional Development Center (PDC), as well as department meetings. Finally, the institution successfully uses all College Professional Development Day (PDD) events to inform and engage constituency groups in meaningful institutional dialog. While dialogue is occurring in these important areas, the College has determined that a more systematic infrastructure in communication would provide venues for increasing the quantity and quality of these conversations. (See QFE Action Project 2: Communication: Establish a global picture of EVC's current communication processes and Outcome 4: *Increase frequency and quality of dialogue*.)

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

[8] See ACCJC Glossary, Definition of Achievement

[9] See ACCJC Glossary, Definition of Student Learning

[10] In addition to student learning, the College examines the success of students at recognized points of completion, including successful course completion; number of degrees and certificates; licensure examination passage; post-program employment, and other similar measures. P2FP

STANDARD 1B.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

Evergreen Valley College defines and assesses learning outcomes for instructional programs and student learning support services.

INSTRUCTIONAL PROGRAM SLOS

The institution defines instructional programs as a course of study leading to degree or certificate. With this definition in mind, EVC has fifty-nine instructional programs. Of these, one hundred percent of the programs have defined program learning outcomes (PLOs). The PLOs are published in chapter four of the College catalog, both in print and online. [1B.2.1] For eighty-six percent (51/59), program learning outcome assessment is ongoing and has documented assessment data, with analysis and plans for improvement (when applicable) utilizing College-approved program assessment matrices. [1B.2.2; 1B.2.3] In order to understand the challenges faced for the remaining programs, the college will be utilizing the Changes and Plans Arising Out of the Self-Evaluation Process and Quality Focus Essay to further study the types of programs that should be tracked over time. For example, some of the remaining programs are newly developed, and in some of the certificate areas, there are no full-time faculty. In particular with the certificate programs, it is important for the college to review the number students completing the certificates in order to determine how best to utilize program assessment results that will have the greatest opportunity for impacting student learning. Although progress continues and the college has examples of best practices for instructional program assessment, instructional program assessment remains an area of continued focus for the college.

STUDENT SERVICES SLOS AND LEARNING SUPPORT SERVICES

All twenty-three student services and learning support services programs have defined SLOs and review Service Area Outcomes (SAOs) findings for all Student Services departments. Based on findings and reflection on services offered, leaders revise and develop new areas of focus. [1B.2.4]

Learning Support Services at EVC include the Library, Tutoring Center, Instructional Labs (Business, Reading and ESL, and Writing Center) and Special Academic Programs (AFFIRM, Aspire, Enlace, Distance Education, Honors and Service Learning). Student Learning Outcomes are defined, assessed, evaluated and revised on a continuous basis and are included in assessment matrices and program review criteria. [1B.2.5]

The Student Affairs division includes all aspects of enrollment services, student success programs, and student support programs (such as CalWORKs, DSP, EOPS/CARE, Health Center, and Foster Youth). A total of 23 programs are included in student and learning support services. This number varies from previous annual reports, as the area recently underwent reorganization. [1B.2.6; 1B.2.3] Each program completes a program review every three years. Included in the review is student learning outcome data and analysis to assure that the quality and effectiveness of the programs is measured, reported, and used to inform future improvement. Of the 23 programs, 91% have ongoing assessment activities documented on the College-approved student services assessment matrices. The International Students and Veterans Programs were recently formalized and have a new director; SLOs will be created and assessment will begin in spring 2017. [1B.2.3]

Analysis and Evaluation

The College meets the standard. Evergreen Valley College publishes learning outcomes in multiple publications: the College catalog, CurricUnet, the SLO web page, and individual course syllabi. The College maintains active oversight of progress on assessment activities. The College meets Eligibility Requirement 11 by defining Program Learning Outcomes in the *EVC Catalog,* assessing the outcomes, and including them in program reviews.

As outlined in the Changes and Plans Arising Out of the Self-Evaluation Process, the College will work with the administrative units to refine goals and objectives for their areas. Additionally, the College will disaggregate SLO assessment data for distance education courses, and continue to increase program participation in ongoing assessment.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1B.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

EVC has established performance metrics and measures to assess institutional performance both in individual programs and for institution-wide student achievement. The measures and the level of expected performance are set through a rigorous process of triangulating trend data at the College, trend data for the California Community College system, and peer institutions based on socio-economic status. [1B.3.1]

EVC measures student performance against locally set standards for determining actions of improvement and analyzing institutional results in the context of higher education. Institutions assess student performance against locally set standards in order to determine institutional effectiveness and academic quality and to inform planning and action for continuous improvement. [1B.3.2]

ESTABLISHING INSTITUTION-SET STANDARDS: COLLEGE LEVEL

EVC established institution-set standards (ISS) for student achievement outcomes in 2014 for the achievement area: successful course completion rate. [1B.3.3]

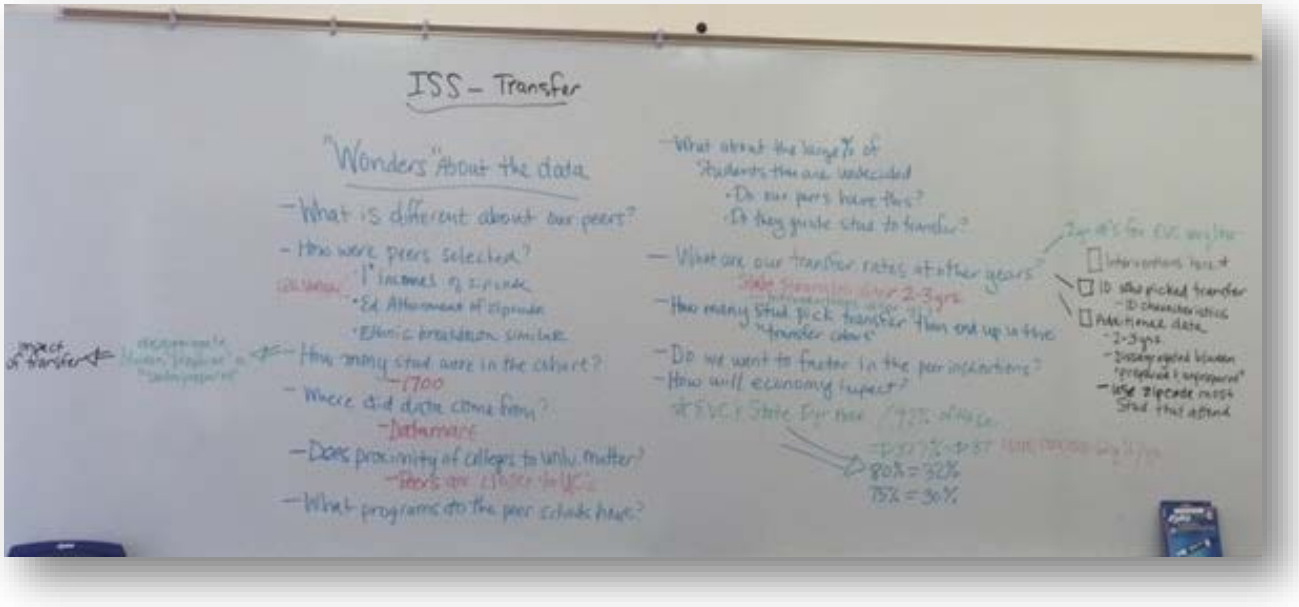
The maturity of the College in setting standards continues to develop. In 2016, the College triangulated data on a five year running average for the College, statewide, and for peer institutions based on socio-economic status. Standards now extend to the program level through TOP code analysis using five year running averages for the College and the state system and are set as programs undergo program review. [1B.3.4; 1B.3.2]

In the spring 2016, the College selected its first experimental measure for setting performance standards beyond the federal and commission expectations. Given the important role that transfer plays for EVC students, the College is looking at transfer completion as an area to assess progress towards its mission. [1B.3.5; 1B.3.6a; 1B.3.6.b]

The College has made significant efforts to set institutional performance measures and stretch goals. In the spring of 2016, the Institutional Effectiveness Committee completed an implementation plan that will operationalize the newly crafted Educational Master Plan. [1B.3.7]

This implementation design plan is the Evergreen Valley College guide to integrating the Educational Master Plan into the existing planning model at the College and builds a way to:

- Engage in sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement (Standard 1B.1)
- Set performance measures for student achievement appropriate to the College's mission and assess how well it is achieving its goals in pursuit of continuous innovation. (Standard 1B.2)
- Strengthen program review and the use of student learning, student achievement, and productivity and efficiency data (key performance indicators, KPIs) to measure progress on the College's mission (Standard 1B.3)
- Communicate findings on all assessment and evaluation activities so that the institution has a shared understanding of strengths and areas of improvement and innovation to set priorities. (Standard 1B.8)



IEC Institutional Set Standards Planning

The design plan also includes specific tasks to be accomplished, a timeline for each task, and the offices or groups responsible for completing the tasks. The plan began in January of 2016 and will continue for a calendar year, sunsetting at the anniversary of Board approval of the EMP. In this way, the College carefully reviewed and planned for the implementation of the new master plan.

The College has historically reported student achievement measures at the College Council and in venues where constituent members were permitted to pose questions about the standards and data. In preparation for the implementation of the new master plan, the College created a Progress on the Mission Report [1B.3.8] in spring

2016 to collect all success and learning information previously shared individually in one cohesive document. In addition, the College conducted a complete evaluation of its planning systems and processes. [1B.3.9]

ESTABLISHING INSTITUTION-SET STANDARDS: PROGRAM LEVEL

In addition to setting standards at the institutional level, EVC has begun the process of setting standards to the program level. In the spring of 2016, the College looked at CTE for which students must pass a licensure examination in order to work in their field of study, as well as for job placement rates. [1B.3.10] During the summer of 2016, the College will roll out program level analysis for programs willing to pilot this process. In the fall of 2016, all programs undergoing instructional program review will participate in the process, with data delivered in program review packets using TOP code disaggregation. The four-digit TOP code program level is being used. [1B.3.11]

A few of the programs completing program review during the 2015/2016 academic year piloted setting program set standards. Standards as well as stretch goals are being identified for each degree and certificate program through consultation with division chairs, and approval through the participatory governance process. Historic data was used to identify specific standards, and program plans were used to set stretch goals. (ER 11) The Engineering program review, completed in 2015/2016, outlines the process used and overall setting of its program-set standard, detailed below. [1B.3.12]

According to the published data, the course success rate for the EVC's engineering program over the last 5 years was 69.16% (~70%) on the average. The corresponding course success rate for the State over the last 5 years was 74.05% (~74%) on the average.

The small difference may be attributed to the following factors:

- Geographic location of EVC – metropolitan city with local industry providing opportunity for employment thus reducing student focus and attention
- Demographics – minority students' population and lack of prior preparation at high school level
  ☐ Small sample averaging for EVC versus the large sample size for the State.
- And many other factors

The data published for the course success rate in engineering technology for EVC over the same 5-year period was 72.59% (~73%) and the 5-year average for the engineering technology for the State was 77.41% (~77%). These numbers are in close agreement which is expected since the rigor and level of preparation for the engineering technology courses are much less than that of the general engineering.

Based on the data presented above, **the standard for successful completion of engineering course at EVC is set at 67%,** which is about 90% of the success rate of the corresponding State average. This standard is chosen to reflect the variability of the nature of the student population, i.e. demographics, economic, and location.

ASSESSMENT AND CONTINUOUS IMPROVEMENT

In the pursuit of continuous improvement, EVC reviewed longitudinal data to establish institutional set standards for student achievement that is aligned with the mission. The College's focus on continuous improvement is best outlined in the Progress on the Mission Report. [1B.3.8] In the analysis, the College reviewed data from all of the College's efforts to meet the institutional mission and divided the findings in six categories: Progress Made through Program Review, Progress on Student Learning, Progress on Student Success and Achievement (Institutional Set Standards), Progress Made Through Student Supports (SSSP Plan), Progress Made in Issues of Equity (Equity Plan), and Progress on Basic Skills.

Based on analysis of the six categories, the College committed to the following recommendations that will be operationalized in part through the QFE Action Project 1: Planning-Institutional Effectiveness. The recommendations approved by the College Council include that:

1. The College develop an integrated matrix and document that tracks progress on each of the College areas of meeting the mission and integrates the findings cohesively. For example, the connection of equity tracking of course completion and transfer should be aligned with the institutional set standards.
2. The College embed larger institutional success measures into program review data templates.
3. The College expand existing efforts to establish program set standards in 2016/2017. (Identify early adopters and program already setting standards, and for remaining programs, establish timelines for setting program standards).
4. The College merge the Institutional Effectiveness Partnership goals (IEPI- stretch goal) of the state of California, with the California Scorecard metrics (actual college rates) and the Institutional Set Standards (baseline standards).
5. The College create a dashboard that tracks progress towards the mission in a visually appealing manner.

To share the College's commitment to Institutional Effectiveness, the College publishes institutional standards and the outcomes on the EVC Institutional Effectiveness Webpage [1B.3.13] and in the ACCJC Annual Report [1B.3.11].

Analysis and Evaluation

The College meets the standard. Evergreen Valley College has established institution-set standards for student achievement appropriate to its mission. The College sets standards for successful course completion and began the process of program set standards utilizing the existing program review process and timeline. The College also experimented in identifying an institution-set standard for transfer rates. In the pursuit of continuous improvement, the College utilizes the Institutional Effectiveness webpage and the ACCJC annual report to share its standards and outcomes.

Although the College has utilized successful processes to set institution-set standards, ongoing maturity in integration and use of ISS is needed. As such, the College selected greater study and emphasis for ongoing monitoring and reporting improvement of ISS as part of its QFE. (See QFE Action Project 1: Planning-Institutional Effectiveness: Monitor Institutional Set Standards for achievement and report improvements.)

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1B.4

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

Evidence of Meeting the Standard

Evergreen Valley College uses data to organize institutional processes that support student achievement. Through the review and completion of the Student Success and Support Program Plan (SSSP), [1B.4.1] Basic Skills Initiative Plan [1B.4.2], and Student Equity Plan [1B.4.3], EVC has revised institutional processes to better support student achievement.

One-Stop Shop assessment, orientation, educational planning, and registration ("Days at the Green") is now offered over multiple days with evening hours to better meet the needs of a diverse community. The New Student Orientations are reduced from 60 students to 30 students per session with more sessions offered, resulting in more personalized attention. Title IX information is being added to new student orientation presentations and materials. The review of orientation format and content through SLOs and student feedback will inform the College whether it should consider Extended Orientation or a First-Year Experience for students at higher risk in the future. (See Standard 2C.5)

Based on 2014-15 outcomes for the Early Alert Program (EAP), adjustments were made to improve outcomes for at-risk students. Assigned staff now receive one-on-one training regarding early alert, progress/dismissal policies and procedures, assistance with clerical support, and assisting counselors in counseling at-risk youth. Moreover, the length of time for the intervention workshops was increased from one hour to ninety minutes. The presentation takes approximately one hour; the additional time allows the dismissal/probation counselor to meet students individually regarding outstanding questions or individual concerns. (See Standard 2A.7: Equity and Access)

Achievement data demonstrates a need to better support students in basic skills courses. As a result, Supplemental Instruction (SI) through the Tutoring Center places tutors in basic skills class sections. Initially, one to two sections of basic skills math courses had supplemental instruction. At the end of the semester, additional data revealed two important factors: the class with an SI tutor had a higher passing rate, and student use of tutoring services both inside and outside the classroom increased. Because of these results, the current goal is to add four to eight supplemental instruction courses in fall 2016. Additional sections will be added to basic skills math and one to two sections in basic skills English, Reading, and ESL courses will be introduced [1B.4.4].

The Institutional Effectiveness Committee considered all of the College's efforts to meet the institutional mission and divided the findings in six categories: Progress Made through Program Review, Progress on Student Learning, Progress on Student Success and Achievement (Institutional Set Standards), Progress Made through Student Supports (SSSP Plan), Progress Made in Issues of Equity (Equity Plan), and Progress on Basic Skills. The IEC reviewed the action steps of the office, department, or group assigned responsibility for the specific area and captured their adjustments, plans, and efforts to better meet the mission. To ensure implementation of the identified activities that will move the College toward meeting the mission and strategic initiatives, the IEC examined the timelines, plans and measures identified for progress.

The report made a series of recommendations to practice which will be incorporated into the model being created, including that: [1B.4.5]

1. The College develop an integrated matrix and document that tracks progress on each of the College areas of meeting the mission and integrates the findings cohesively. For example, the connection of equity tracking of course completion and transfer should be aligned with the institutional set standards.
2. The College embed larger institutional success measures into program review data templates.
3. The College expand existing efforts to establish program set standards in 2016/2017. (Identify early adopters and program already setting standards, and for remaining programs, establish timelines for setting program standards).
4. The College merge the Institutional Effectiveness Partnership goals (IEPI- stretch goal) of the state of California, with the California Scorecard metrics (actual college rates) and the Institutional Set Standards (baseline standards).
5. The College create a dashboard that tracks progress towards the mission in a visually appealing manner.

Analysis and Evaluation

The College meets the standard. Evergreen Valley College uses assessment data to structure organizational processes to support student success and achievement. Through the review of the SSSP report, the College revised assessment, orientation, and registration processes, leading to more effective practices for student success. Adjustments were made through the Early Alert Program to add the needs of "at risk" students in a timely fashion. Similarly, student achievement data resulted in targeted support resources for basic skill students. The College reviewed, in aggregate, assessment data through its *Progress on the Mission* report, which resulted in recommendations that will be implemented in part through the College's Action Project 1: Planning-Institutional Effectiveness, Outcome 3: Align campus activities utilizing the integrated plan.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1B.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

To assess its program effectiveness, EVC has a cyclical, robust program review process that includes disaggregated data resulting in evaluation of student achievement, program goal attainment, and accomplishment of the mission. [1B.5.1]

COLLEGE-WIDE PROGRAM REVIEW

The EVC program review process requires each program or department to complete a thorough review every six years; 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. 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. The Program Review Schedule is available to the College at any time via the Program Review website. (See Standard 2A.14) [1B.5.2]

Quantitative data is utilized throughout the program review, disaggregated by student data, program type, and mode of delivery. A recent example is noted in the 2015/2016 Paralegal CTE Program Review, where the author analyzes disaggregated student achievement data and enrollment trends, including setting program-set standard for successful course completion. Using the analysis, the author justifies the use of hybrid courses in comparison with fully online instruction for this discipline. [1B.5.3].

In the 2015/2016 the student services Counseling program review, disaggregated quantitative data are utilized to assess enrollment trends, success rates, and student demographics of those receiving services. In addition to quantitative data, the counseling department regularly utilizes surveys to assess progress in achieving outcomes and assessing services. For "Days at the Green" orientations (formerly known as Program Planning sessions), one hundred percent of participants completed the pre and post surveys. Results indicate 64-90% agreed or strongly agreed that they knew the following after the orientation: (1) G.E courses to complete their major, (2) correct English and math courses to enroll in based on their test scores, (3) maximum recommended units to enroll in while working full-time, and (4) the difference between a schedule of classes and a catalog. This was compared to 27-72% prior to Day at the Green. [1B.5.4]

The library regularly utilizes surveys to gauge effectiveness in student learning. These results are tied to Program Assessment. In order to gain feedback from students regarding library services, students are asked to complete the library student survey and the reference desk survey. These surveys and additional assessment methods as well as analysis of disaggregated quantitative student data are utilized throughout the library program review. [1B.5.5]

On campus, surveys are utilized to capture Qualitative data. The qualitative data found in the Distance Education survey indicates students in online classes at EVC are satisfied with the program and would take more online classes if they are offered [1B.5.6]. The College is now moving forward to join the State Chancellor's Office Online Education Initiative (OEI) as part of the second cohort. Participation in the initiative should assist the College in increasing DE offerings while assuring quality and realizing cost savings. [1B.5.7]

The recently revised and approved integrated planning model [1B.5.8] demonstrates the association of the College strategic initiatives to functional plans, unit plans, and program review. 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.

Analysis and Evaluation

The College meets the standard. 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. With the completion of the Substantive Change Proposal, participation in the CCC Online Learning Initiative, and through the program review process, the College realized the need for additional data concerning all distance education courses. As noted in the Changes and Plans Arising Out of the Self-Evaluation Process, data sets for courses with online components (online or hybrid) will be disaggregated beginning in fall 2016, so they may be better evaluated alongside courses offered in standard modalities. This will ensure that as the distance learning program grows,

decisions regarding online and hybrid course offerings and development will meet the needs of students and be effective in assisting the College to meet its goals and mission. The College also has a plan to develop templates and timelines for administrative unit program review. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1B.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

Evergreen Valley College disaggregates both student achievement and learning data to inform its evaluation and decision-making. Student and outcomes data are disaggregated by student demographics, enrollment patterns, and mode of instruction, including on-line instruction, and are used in program review, which units use for self-evaluation, planning, and resource requests. Outcomes data are also used in program meetings and in the review of annual assessment data. Units evaluate the success outcomes data of their students by ethnicity, and when respondents identify gaps, they are asked to discuss reasons and explore solutions. [1B.6.1; 1B.6.2]

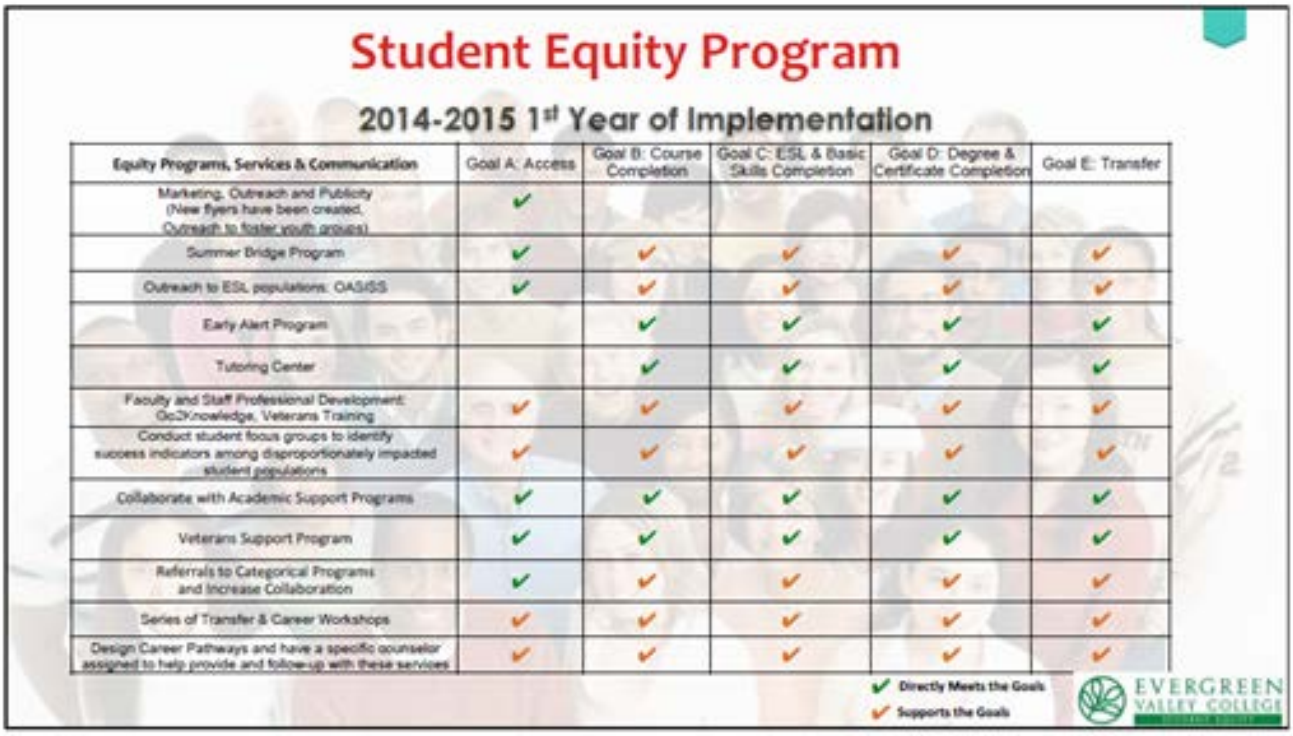
The College evaluates data about its performance with respect to its mission and goals through the use of the California Scorecard, the setting of improvement targets under the Institutional Effectiveness Partnership Initiative, the setting of institutional performance measures, through the equity plan, as a part of program review, and progress on locally identified strategic initiatives.

CALIFORNIA SCORECARD AND EQUITY

The Scorecard emphasizes educational milestones and momentum points in a student's college experience. The data are disaggregated based on traditional groupings, including underrepresented groups. [1B.6.3]

The College also examines the key measures for the California Scorecard and the IEPI, disaggregating data for traditionally underrepresented groups to assess for disproportionate impact. [1B.6.4] Analysis culminates in the production of an equity plan with set goals for improvement and for the repurposing of resources (human, financial, technological and physical) to close identified gaps. The Equity Plan also explores the issues of disproportionate impact and lack of educational opportunity in the following achievement areas: course completion, persistence, graduation and transfer by ethnicity, gender, age, disability status, veteran status, income, and foster youth status. [1B.6.5]

Data about the annual scorecard measure and Equity are shared with the institution through its integrated planning and governance structures, specifically through the Student Success and Equity Committee. As noted in the excerpt below from the student success and equity power point presentation shared with the campus community, the committee is tracking work in addressing identified equity gaps in access and success. [1B.6.6]



Student Equity Program

2014-2015 1st Year of Implementation

Equity Programs, Services & Communication	Goal A: Access	Goal B: Course Completion	Goal C: ESL & Basic Skills Completion	Goal D: Degree & Certificate Completion	Goal E: Transfer
Marketing, Outreach and Publicity (New flyers have been created, Outreach to foster youth groups)	✔				
Summer Bridge Program	✔	✔	✔	✔	✔
Outreach to ESL populations: OASIS	✔	✔	✔	✔	✔
Early Alert Program		✔	✔	✔	✔
Tutoring Center		✔	✔	✔	✔
Faculty and Staff Professional Development: Go2Knowledge, Veterans Training	✔	✔	✔	✔	✔
Conduct student focus groups to identify success indicators among disproportionately impacted student populations	✔	✔	✔	✔	✔
Collaborate with Academic Support Programs	✔	✔	✔	✔	✔
Veterans Support Program	✔	✔	✔	✔	✔
Referrals to Categorical Programs and Increase Collaboration	✔	✔	✔	✔	✔
Series of Transfer & Career Workshops	✔	✔	✔	✔	✔
Design Career Pathways and have a specific counselor assigned to help provide and follow-up with these services	✔	✔	✔	✔	✔

✔ Directly Meets the Goals
✔ Supports the Goals

EVERGREEN VALLEY COLLEGE

Because the College has discovered various equity gaps in achievement, both by student demographics and by program type, a number of actions have been taken in an effort to mitigate the gaps. The Student Equity Plan specifically looks for subpopulations of students who are disproportionally impacted. Analysis of the data shows students who are economically disadvantaged and underprepared, as well as students with disabilities, are the most effected; this population includes foster care youth and veterans.

Supplemental Instruction (SI) through the Tutoring Center places tutors in basic skills class sections. Initially, one to two sections of basic skills math courses had supplemental instruction. At the end of the semester, additional data revealed two important factors: the class with an SI tutor had a higher passing rate, and student use of tutoring services both inside and outside the classroom increased. Because of these results, the current goal is to add four to eight supplemental instruction courses in fall 2016. Additional sections will be added to basic skills math and one to two sections in basic skills English, Reading, and ESL courses will be introduced. [1B.6.7]

INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

The Colleges tracks progress on Successful Course Completion through the California Institutional Effectiveness Partnership Initiative (IEPI). [1B.6.4]

PROGRAM REVIEW

College-wide program review focuses on how well programs advance the College's mission and improve student achievement and learning. The process includes reflection and planning pieces that provide program leads the opportunity to mold faculty dialogue into specific steps to meet the institutional objectives and improve program effectiveness. [1B.6.2] As a critical driver of planning and resource allocation at EVC, the program review process encourages a meaningful review of relevant data that appropriately reflects the fulfillment of program standards.

[1B.6.8] Student success data is the core of data packets delivered to program leads in instructional, student services, and administrative units to help assess progress on the mission. [1B.6.9]

EVC STRATEGIC INITIATIVES

In 2010, the College established plans having a common theme of addressing the major elements in the College Strategic Plan: organizational transformation, student centeredness, and community engagement. The College renewed these initiatives as part of the 2014-2015 Educational Master Plan. The regularly produced College fact books disaggregate student achievement data; the Educational Master Plan Workgroup evaluated disaggregated student achievement data in the preparation of the new Educational Master Plan. [1B.6.10]

Analysis and Evaluation

The College meets the standard. The College utilizes multiple facets to disaggregate and analyze learning outcomes and achievement for sub-populations of students and takes action when performance gaps are identified. First, the student equity program tracks goals and progress for student groups as outlined in the Equity Plan. Next, the College leverages the comprehensive program review process to analyze student achievement and measure programs success in helping the College achieve its mission and strategic initiatives. Lastly, the College recognizes that more can be done to support the success of students; as such, greater emphasis will be placed on alignment of student success data through the QFE Action Project 1: Planning-Institutional Effectiveness, Outcome 3: Align campus activities utilizing the integrated plan. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1B.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

All programs and units at EVC engage in program review. Program review evaluates the decision making and resource use for instructional programs, and student services programs. All resource use is evaluated, including human, technological, physical, and financial supports. [1B.7.1; 1B.7.2]

Through its integrated planning activities, Evergreen Valley College systematically assesses and makes decisions in all areas of the institution. Participatory governance drives the planning processes, with all constituencies (faculty, administration, classified, and students) having a voice in the improvement of processes, measurement of progress towards goals, and resource allocation. [1B.5.8]

EVC uses established district policies and procedures as well as internal practices and processes to make decisions. Committees conduct substantial discussion of their effectiveness in supporting academic quality and the accomplishment of the College mission. The College Council, the College's effective governance body, is a recommending body to the College president on college-wide issues. [1B.7.3; 1B.7.4; 1B.7.5]

Analysis and Evaluation

The College meets the standard. The institution regularly evaluates its policies and practices across all areas of the institution to ensure its effectiveness in supporting academic quality and accomplishment of mission. SJECCD establishes policies and procedures and the College ensures effectiveness through the College program review and integrated planning activities. The College recognizes the importance of ongoing evaluation of processes and has chosen to add an area of focus to the QFE as noted in Action Project 1: Planning-Institutional Effectiveness, which directs the College to "Establish evaluation plan for College processes and planning activities."

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1B.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

As part of the integrated planning model, Evergreen Valley College communicates all assessment and evaluation results to the campus community through a variety of methods, including through the College Council, at constituency committee meetings, on the web, and in standard reports.

Committee meetings, both formal and informal, are the primary avenue through which assessment and evaluation communication takes place. Meetings include faculty, staff, and administrators and are open to the entire campus. The Institutional Effectiveness Committee (IEC), Budget Committee, Student Success Committee, Curriculum Committee, and student services departments all discuss and distribute results of assessment and evaluation activities and make recommendations to the president via the College Council and Academic Senate. [1B.8.1; 1B.8.2] The IEC forwards completed program reviews to the College Council for recommended approval. Through examination of Program Reviews, departments and divisions develop a shared understanding of their strengths and weaknesses and are able to create plans for improvement as well as resource allocation needs as necessary. By sharing program reviews with multiple committees, the program evaluation is thoroughly reviewed, not only by the program authors, but also by IEC committee members and members of the College Council. Approved program reviews are then posted on the College website and are eligible to participate for resource allocation. [1B.8.3; 1B.8.4]

The Institutional Effectiveness Committee produced a *Progress on Mission Report* [1B.4.5] which considered and brought together in one unified document all of the College's efforts to meet the institutional mission and divided the findings in 6 categories: Progress Made through Program Review, Progress on Student Learning, Progress on Student Success and Achievement (Institutional Set Standards), Progress Made Through Student Supports (SSSP Plan), Progress Made in Issues of Equity (Equity Plan), and Progress on Basic Skills.

The IEC reviewed the data gathered and made specific recommendations for improvement, suggesting that:

1. The College develop an integrated matrix and document that tracks progress on each of the College areas of meeting the mission and integrates the findings cohesively. For example, the connection of equity tracking of course completion and transfer should be aligned with the institutional set standards.

2. The College embed larger institutional success measures into program review data templates.
3. The College expand existing efforts to establish program set standards in 2016/2017. (Identify early adopters and program already setting standards, and for remaining programs, establish timelines for setting program standards).
4. The College merge the Institutional Effectiveness Partnership goals (IEPI- stretch goal) of the state of California, with the California Scorecard metrics (actual college rates) and the Institutional Set Standards (baseline standards).
5. The College create a dashboard that tracks progress towards the mission in a visually appealing manner.

The report and recommendations were shared and approved by the College Council, so that the College can take action on the recommendations. [1B.8.5]

The EVC community has continuous access to assessment and evaluation results through the College website. Information is readily available on Strategic Initiatives, Institutional Set Standards, Program Review, and Student Learning Outcomes Assessment. Moreover, all campus constituencies are provided with an overview of pertinent data results at campus forums--the greatest of these at Professional Development Days in the fall and spring semesters. Presentations have included the EVC process for addressing strategic initiatives, as well as SLO Assessment data and best practices. [1B.1.29; 1B.1.7]

PROCESS TO SET PRIORITIES

Existing data collected from program review include student learning findings, student achievement data, and efficiency and productivity metrics. The College IEC oversees the program review efforts at the College and gathers the program review plans and organizes the information. In the fall of 2015, the College examined all of the requests for the previous three fiscal years and funded projects using a systematic model.

In 2015, the College reviewed the previous year's allocation requests and allocated approximately $180,000 in funds based on alignment with SLOs, Strategic Initiatives, or other mission function. [1B.1.23] The College has underway an integrated planning manual which will memorialize this process and add to the existing efforts a more regular way to examine data to assess current levels of performance and build a process to set priorities based on the strategic initiatives.

Analysis and Evaluation

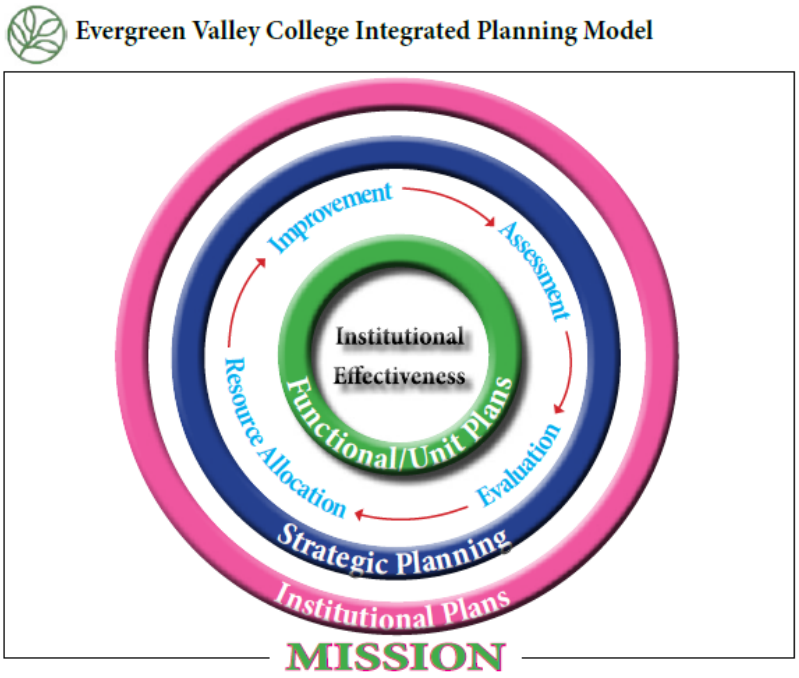
The College meets the standard. Evergreen Valley College has processes in place to communicate assessment and evaluation results to the campus community, as well as set priorities based on these assessments. This is facilitated through shared governance entities, through the College Council, on the web, and in standard reports as part of the integrated planning model. Although processes exist, the College has chosen to promote wider alignment of the processes using the integrated plan (see Action Project 1: Planning-Institutional Effectiveness), and wider dissemination of the results (see Action Project 2: Communication). Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1B.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

Evergreen Valley College conducts evaluation of planning cycles and processes through the use of committee surveys and discussion at College Council. [1B.9.1]



The revised integrated planning model connects all the planning entities on campus (including long-term and short-term plans), integrated functional and unit plans (including program reviews), and resource allocation. The mission is the connecting force for all the plans on campus. EVC is committed to institutional effectiveness; therefore, this is at the center of the model. All planning entities and resulting data lead to improving the institution.

During the 2014-15 academic year, EVC revised its Educational Master Plan. The plan includes projections for the College to meet the future academic needs of the community while addressing long term planning needs. This plan will inform a revised Facilities Master Plan to align facility needs with more current projections while meeting the mission of the College. Both plans allow EVC to plan in the long-term for educational programs and services, as well as future human, physical, technological and financial needs. Furthermore, these two documents form a base for additional strategic planning at the College.

Short-term planning occurs through strategic planning, but to an even greater extent through functional and unit plans. Unit plans include program reviews that assess program needs in terms of human, physical, technology, and financial resources. All the functional/unit plans align to the EVC strategic initiatives (strategic plan) that then culminate in overall institutional effectiveness for the College. Additionally, through the program review process academic quality is monitored and ensured (see Standard 1B.4).

Program Review guidelines for academic programs and student services contain sections on accomplishments that contribute to the mission and success of the College, including Student Learning Outcomes Assessment, program productivity, student success rate patterns, future plans including resource requests, and annual review updates. By completing the program review and SLO assessment processes, departments and divisions are able to assess the quality of the programs, make adjustments where necessary, and assure academic quality.

For program review and unit planning, all programs and divisions use a template supported by data packets delivered by the district research staff. [1B.6.9] The IEC consults both the program reviews and the area prioritizations in creating a prioritized list of resource requests for the entire campus. After review by the Budget Committee, this list goes to the College Council for its approval, and then to the College president. [1B.8.4]

Improvements to College processes arising from evaluation and planning have been adopted, using a well-established system of participatory governance. For example, in the spring of 2016, the College found that while communication was present within committee conversations, cross-committee dialogue could be improved. [1B.3.9]

The Student Learning Outcomes (SLO) assessment process requires faculty and student services professionals to discuss approved rubrics, analyze and interpret assessment data, document all important course components that influence class success, and identify necessary action to improve learning in the course. Faculty used the process to initiate improvements in academic quality in disciplines such as Computer Science and Mathematics. [1B.9.2]

EVALUATION OF PROCESSES AND PROCEDURES

Each spring the IEC Committee revises the program review instrument and procedures, based on College and committee feedback. [1B.9.3]

EVC participates in systematic evaluation and institutional planning to ensure institutional effectiveness and academic quality. The College developed an integrated planning process leading to institutional effectiveness, and utilizes regular cycles of program review to assess academic quality.

In June 2015, an integrated planning summer retreat occurred with leadership from key planning committees on campus. The outcome of the integrated planning retreat was to revise EVCs existing integrating planning model to include operational practices current to the campus. [1B.9.4]

In March and April 2016, Evergreen Valley College assessed its planning processes to engage in a broad based, systematic evaluation of its integrated planning efforts. The report communicates the results of the assessment and evaluation activities so that there is a shared understanding about the strengths and areas of improvement in order to set appropriate priorities. [1B.3.9]

A survey was administered to the members of key College governance committees and the College Council. Respondents were allowed to answer for all committees or councils upon which they serve. Five areas of planning

were investigated in the survey: 1) Membership Size and Balance, 2) Training and Support, 3) Efficiency, 4) Decision-Making and 5) Communication. A final open ended question was added to permit free response from the members on issues presented in the survey questions as well as issues that the members felt were relevant for consideration. The survey results provided key information about the College's perceptions about the communication of information between committees and with the College Council. Specific areas were identified for improvement; the College has incorporated recommendations from the report into the action projects of the Quality Focus Essay.

Analysis and Evaluation

The College meets the standard and fulfills eligibility requirement 19. Evergreen Valley College has established an integrated planning model that includes all levels of planning activities from long-term plans (EMP) to shorter-term plans, such as strategic plans and unit plans (program review). To clarify linkages and timelines, IEC has begun development on the integrated planning manual. Recently program reviews have become a primary driver in planning and resource allocation. IEC ensures that matters of institutional effectiveness are broadly discussed throughout the shared governance process. The College's strategic plan includes both long-term College goals and short-term objectives grounded in the College's mission and core values. All of the College's plans (strategic, facility, and technology) are integrated and speak to the human, facility, technology, and financial needs of the College.

Although processes are in place, the College recognizes greater refinement is needed in order to continue development in the area of ongoing, systematic evaluation and planning and communicating these efforts. The following Quality Focus Essay projects are related to this standard:

- Action Project 1: Planning-Institutional Effectiveness
    - Refine infrastructure for institutional planning and resource allocation
    - Operationalize long-term and short term institutional planning timelines
    - Align campus activities utilizing the integrated plan
    - Establish evaluation plan and timeline for planning activities and College processes
- Action Project 2: Communication
    - Establish campus communication plan
    - Facilitate reporting between shared governance entities
    - Increase frequency and quality of dialogue

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

CHANGES AND PLANS ARISING FROM THE SELF-EVALUATION

- Refine goals and objectives for Administrative Units (SLOs)- 1B.2
- Disaggregate SLO Assessment for Distance Education Courses- 1B.2
- Increase instructional program outcome assessment – 1B.2
- Conduct review of definition of program to include in program assessment- 1B.2
- Create template and timeline for Administrative Unit Program Review- 1B.5
- Consistently disaggregate program review data by mode of delivery – 1B.5

EVIDENCE LIST

1B.1.1 Nichols Model
1B.1.2 SLO cycle model
1B.1.3 Division meeting agendas referenced in 2A.2
1B.1.4 PDD agenda Jan '16, April '16
1B.1.5 SLOAC PPTs link to SLOAC webpage
1B.1.6 PDD Break out session SLO ppt- encouraging dialogue
1B.1.7 PDD Agenda showing Best Practices Panel
1B.1.8 Assessment Plan for Instructional courses and Programs
1B.1.9 Academic Senate announcement
1B.1.10 SLOAC Charge
1B.1.11 PDC SLOAC
1B.1.12 PDC ILO
1B.1.13 Assessment templates course
1B.1.14 Assessment templates program
1B.1.15 Assessment templates student services
1B.1.16 PR template, instruction
1B.1.17 PR template, student affairs
1B.1.18 SLO Website announcement email
1B.1.19 SLOAC minutes on committee webpage
1B.1.20 CurricUnet approval tier screen shot
1B.1.21 DSP assessment
1B.1.22 minimal assessment benchmarks for Student Services
1B.1.23 Dean ranking for PR funds 2015
1B.1.24 PDD agendas showing best practices, fall '15, spring '15
1B.1.25 EVC-ISS-3-14-16-Final
1B.1.26 Ac_Sen2016_march-15-ISS
1B.1.27 Evidence: 14/15 Library PR
1B.1.28 IEC charge
1B.1.29 IEC presentation strategic planning
1B.2.1 Chapter 4 of college catalog -1B.2.1
1B.2.2 Program Matrix (psychology)
1B.2.3 2016 ACCJC annual report
1B.2.4 Student Service assessment matrix (DSP)
1B.2.5 Tutoring center matrix- Replace with more current- emailed William
1B.2.6 2015 ACCJC annual report
1B.3.1 IEC meeting minutes 2/22/16
1B.3.2 PR templates- instructional- highlight ISS portion
1B.3.3 2014 annual report
1B.3.4 ISS final form- highlight student success
1B.3.5 PR template
1B.3.6a ISS- highlight transfer
1B.3.6b IEC minutes to discuss transfer ISS- March 2016 (highlight section)
IEC minutes to set transfer ISS- 3/14/16
1B.3.7 The Integrated Planning Implementation Design (2016-2017).
1B.3.8 Progress on the Mission Report
1B.3.9 Evaluation of planning processes- 2016
1B.3.10 2016 Annual report

1B.3.11 TOP Code data set
1B.3.12 Engineering PR
1B.3.13 EVC Institutional Effectiveness Webpage
1B.4.1 Student Success and Support Program Plan (SSSP)
1B.4.2 Basic Skills Initiative Plan
1B.4.3 Student Equity Plan
1B.4.4 Supplemental tutoring added in basic skill course for fall 2016. - TBD
1B.4.5 Progress on the mission 2016
1B.5.1 BP3225
1B.5.2 Program Review Schedule
1B.5.3 Paralegal PR
1B.5.4 Counseling PR
1B.5.5 Library PR
1B.5.6 State DE Survey
1B.5.7 EVC Substantive Change Proposal
1B.5.8 Integrated planning model
1B.6.1 BP3225
1B.6.2 PR criteria
1B.6.3 Scorecard
1B.6.4 IEPI
1B.6.5 Equity Plan
1B.6.6 Student success & equity Presentation (SS webpage)
1B.6.7 Supplemental Instruction
1B.6.8 EVC Resource allocation
1B.6.9 PR data set
1B.6.10 EVC Fact book
1B.7.1 Instructional PR- highlight evaluation of resources
1B.7.1 Instructional PR- highlight evaluation of resources
1B.7.2 SS PR- Highlight evaluation of resources
1B.7.3 Integrated Planning Model [1A.3.15]
1B.7.4 BP 2410
1B.7.5 AP2410
1B.7.5 BP 3225
1B.7.5 BP 3225
1B.8.1 College Council Minutes
1B.8.2 Academic Senate minutes
1B.8.3 IEC-PR meeting-minutes
1B.8.4 College council minutes approved PR Aprl16
1B.4.5 Progress on the mission report
1B.8.5 College Council May '16 minutes
1B.9.1 BP3225
1B.9.2 Math 63 (stats) matrix
1B.9.3 IEC meeting minutes spring 16- changes to PR template
1B.9.4 IP Retreat PPT- June 2015

1C INSTITUTIONAL INTEGRITY

STANDARD 1C.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

Through its cyclical review of printed materials and ongoing review of online materials, Evergreen Valley College ensures that the information provided to the external and internal stakeholders, including students and the public at large, is clear, accurate, and maintains integrity in regards to its mission, learning outcomes, student support services, and accreditation status.

In cooperation with the District Office, Evergreen Valley College conducts a regular review of policies and practices regarding publications to ensure their integrity. All electronic representations of the College are regularly reviewed for clarity and accuracy.

In addition to disseminating key information about the programs and services it offers, EVC and SJECCD provide timely and accurate information about its accreditation status to students, the community it serves and to the public in general. [1C.1.1]

THE COLLEGE MISSION

The EVC mission and SJECCD mission are at the heart of the work done at the college and, as such, information about the mission is kept current, displayed prominently, and reviewed regularly for accuracy, currency and completeness. (See Standard 1A.4) The mission statement is included in the College catalog, on the College webpage [1C1.2], and in classrooms, public areas, and meeting rooms.

The College President works with college offices and committees to ensure the integrity of information related to the College's mission. The mission undergoes regular review and the president updates the Board of Trustees on changes, updates, and revisions. (See Standard 1A.4) The District Mission board policy is updated and approved by the Board of Trustees under a system established by the District. When the College's mission statement is published in print or electronically, the statement is examined against the board policy for accuracy as part of the college quality assurance processes. (BP 1200)

LEARNING OUTCOMES

Student learning at all instructional levels (institution, program, and course) and in student services areas is a key objective of the college. As such, EVC has a faculty-led Student Learning Outcomes Committee [1C.1.3] in place with the charge of ensuring the accuracy and integrity of information about findings, actions and results. There are systems in place to house the information, and the College is folding efforts into a large, commercial product connected with program review efforts. Information about student learning is submitted in annual reports to the accrediting commission and also on the web. [1B.2.3] Information about student learning outcomes is also contained in the catalog and on program brochures and literature. [1C.1.4]

- Student Learning Outcomes webpage
- College catalog (pp. 10, 54–55, 85)
- Credit and non-credit course outlines of record [1C.1.3a]
- Class syllabi [1C.1.3b]
- Educational programs

Information related to EVC's education programs is provided through the College catalog, each semester's credit course schedule, program websites, and brochures and fliers.

The Evergreen Valley College Catalog [1C.1.5] is updated and published by the Office of Instruction each year. Quarterly review of the electronic catalog is conducted and revisions made as needed. The catalog is the most complete source of information about the College's degree, certificate, and transfer opportunities and requirements.[11]

The information published in the catalog is effective for the academic year, beginning with the fall semester and concluding with the summer intersession. Any updates to the catalog are made on the online version, so that students have access to the most current and up to date information.

Educational program information, listed in the catalog by discipline under "Areas of Study & Courses," includes career/transfer applications, required course work and sequences, licensure and certification eligibility (if applicable), and program learning outcomes[12]. [Catalog Chapter 4, see 1C.1.4]

Educational program information is also publicly shared through brochures, literature, and the College website. Distance education program [1C.1.6] information is available to students in each semester's class schedule and on the Online Education webpage, which is one click away from the College homepage. In addition, potential students can obtain information about distance education at EVC through the California Virtual Campus website and statewide online application.

STUDENT SUPPORT SERVICES

The annual Evergreen Valley College Catalog [1C.1.7] contains general information about the College's student support services, including current information about financial aid, tutoring, counseling, health services, the library, Extended Opportunity Programs and Services (EOPS), and Disabled Students Programs and Services (DSPS).[13]

The most current and comprehensive student support service information is available on the College website. [1C.1.8; 1C.1.9; 1C.1.10; 1C.1.11; 1C.1.12; 1C.1.13] Student support information specific to distance education is available on the Online Education webpage. [1C.1.14]

[11] Eligibility Requirement 20 compliant

[12] ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status compliant

[13] Eligibility Requirement 20 compliant

ACCREDITATION STATUS

Evergreen Valley College communicates its accreditation status to students and the public on the College website's accreditation page [1C1.14], which is one click away from the homepage; and in the college catalog (pg 2).

The status statement includes the Commission's address, telephone number, Web address, and contact information for filing a complaint. The accreditation webpage and catalog page identify Evergreen Valley's specialized program accreditation granted by other accreditors and includes their contact information for filing complaints.[14]

Every student's official transcript includes the following statement on the back side: "Evergreen Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institution accrediting body recognized by the Commission on Recognition of Post-Secondary Accreditation and the US Department of Education."

Analysis and Evaluation

The College meets the standard and fulfills eligibility requirement 20. The clarity, accuracy, and integrity of information is ensured through comprehensive and systematic review procedures for written, printed, and electronic publications as well as for paid and earned media efforts. College literature and information provide clear and accurate information to the campus community. The Office of Instruction, Office of Institutional Research, Marketing, and Information Technology Services are responsible for creating and maintaining their respective procedures and communication protocols. All information about the College's accreditation status and that of accredited programs is correctly noted on the web and in the catalog. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1C.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)

Evidence of Meeting the Standard

The Academic Affairs Division ensures the accuracy and currency of all information published in the catalog through electronic review and approval [1C.2.1; 1C.2.2]. When changes or corrections are warranted during the year, the Office of Academic Affairs provides up to date and accurate and current information at their disposal. In addition to the publication of a current college catalog, the College also provides archived catalogs on the College website, providing a historical perspective for students as to degree and certificate requirements.

[14] Eligibility Requirement 20, ACCJC Policy on Representation of Accredited Status, ACCJC Policy on Public Disclosure and Confidentiality in the Accreditation Process, and ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status compliant

Evergreen Valley College provides an annual electronic catalog (1C.2.3) and printed catalog for its constituencies with precise, accurate, and current information about the following:[15]

- General information
  - Official name of the district, campus addresses and descriptions, and contact information, including telephone numbers and College website address
  - College mission and institutional goals (p. 1)
  - Representation of accredited status with ACCJC and programmatic accreditors (p. 2)
  - Degree, certificate, and course offerings, including their descriptions, units/hours, requisites and required sequences, transfer acceptability, term(s) typically offered, and learning outcomes (Chapter 4)
  - General education outcomes (pp. 2)
  - Academic calendar (credit and non-credit) with important dates by semester (online edition)
  - Academic freedom statement (p. 163)
  - Student support programs and services, including financial aid (pp.19 - 21), tutoring (p.158), counseling (p. 154), Disabled Students Programs and Services (pp. 156), health services (pp.157), and the library (pp.157-158)
  - Names and degrees of Evergreen Valley College leaders: board members, administrators, department chairs, and Academic Senate and Classified Senate Council members (Chapter 9)
  - Names and degrees of full-time faculty and administrators (Chapter 9).
- Requirements
  - Admissions and enrollment (pp.5 - 7)
  - Tuition, fees, and other financial obligations (pp.17 - 18)
  - Degree, certificate, graduation, and transfer requirements (Chapter 3).
- Major policies and procedures affecting students
  - Academic regulations, including academic honesty, student records and privacy rights (Chapter 8), and academic progress and probation (pp.151)
  - Acceptance and transfer of credits (Chapter 3)
  - Transcripts (Chapter 3)
  - Grievance and complaint procedures (p.167)
  - Sexual harassment and unlawful discrimination (pp.165)
  - Refund of fees (p. 19).

The catalog also directs readers to the San Jose Evergreen Community College District Board of Trustees' webpage [1C.2.4] for access to the complete list of board policies and administrative procedures.

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.

[15] Eligibility Requirement 20 compliant

The online catalog (1C2.3) is available in Portable Document Format (PDF) for those who wish to print the entire catalog or individual pages from it. Additionally, past editions of the catalog are available as PDFs on the College website.

Analysis and Evaluation

The College meets the standard and fulfills eligibility requirement 20. The catalog includes all of the information required and expected in ER 20 under Catalog Requirements and serves as the most complete and organized source of information about the College and its programs. The catalog and schedule verbiage are clear and user friendly, phrasing complex instructions in language designed to be readable by EVC students. The catalog and its contents are regularly reviewed and updated to reflect regulatory, policy, and administrative procedures changes. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1C.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 utilizes data on student learning and achievement to assess progress on achieving its mission by consistently incorporating student learning and achievement data in current planning activities, program reviews, and state and federal initiatives concerning institutional effectiveness. Through these activities, EVC uses student learning and achievement data as key sources to communicate the quality of its programs and services to the public.

Current and prospective students and the public can access documented assessment of student learning and evaluation of student achievement through the California Community Colleges Chancellor's Office Management Information Systems Data Mart (1C.3.1). Data available from the Data Mart includes the College's course retention, persistence, and success rates, grade distribution rates, program awards, basic skills cohort progress, career development and college preparation completion rates, and transfer rates.

The College collects assessment data on all of its courses, degrees, and certificates of achievement. Assessment occurs on a regular cycle determined by each department. (See Standard 1B.2)

Evergreen Valley College uses Colleague Reporting and Operational Analytics (CROA) to house student learning data and to generate reports for departments to use for program review, which is the key driver of continuous quality improvement. Course SLO data is linked to programs within the SLO Webpage (1C.3.2), which allows members outside of the department to analyze the assessment data of courses within their programs. Evergreen Valley College currently posts only its program SLO achievement level data for external access on the student learning outcomes webpage.

The College makes public how well and in what ways it is accomplishing its mission through:

- Institution Set Standards [1C.3.3] and the Institutional Effectiveness Partnership Initiative
- The Student Learning Outcomes webpage showing program achievement levels [1C.3.4]
- District Data [1C.3.5)
- The Student Success scorecard [1C.3.6]
- California Community Colleges Chancellor's Office Management Information Systems Data Mart (including Student Success Scorecard) [1C.3.7]
- Institutional Effectiveness (progress on the mission report) [1C3.8]

Analysis and Evaluation

The College meets the standard and fulfills eligibility requirement 19. Student achievement and success reports generated for outside agencies, the federal and state government, the public, and students are complete and accurate. These data are made available through recognized links on the College's website and intranet. The College annually reviews institution-set standards and assesses the College's performance on those standards and the College's strategic plan. The College regularly reviews and makes available to the public information on learning and achievement outcomes. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1C.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 primary goal of the majority of students at EVC is the pursuit of a degree, certificate, or transfer; the expectations and requirements for each pathway, including student learning, are described in the catalog and instructional and support literature.

The Evergreen Valley College Catalog [1C.4.1], updated and published by the Office of Academic Affairs electronically each year, is the most complete source of information about the College's degrees and certificates. This information is contained in Chapter 4: Associate Degrees and Certificates.

Analysis and Evaluation

The College meets the standard. A complete description of all degrees and certificate requirements is contained in the catalog and posted on the web. The College systematically reviews the currency and accuracy of the information. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1C.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

EVC's commitment to maintaining the integrity of its policies and procedures is codified in Board Policy 2410 [1C.5.1], which states:

> Board policies (BPs) will be regularly reviewed by the Board of Trustees and the superintendent/president to ensure currency and compliance with state and federal laws. It is the responsibility of the chancellor, in consultation with district constituency groups, to craft administrative procedures (APs) that conform to board policies.

The College subscribes to the Community College League of California (CCLC), which provides districts with legal updates twice a year to assist in ensuring the currency of their board policies and administrative procedures. The District Governance Council handles the update process. Evergreen Valley's College Council [1C.5.2], which is comprised of the constituent members for all groups, oversees the college implementation of the process.

All Board policies and administrative procedures must be approved by the Board and reviewed by the Chancellor, after which they are published on the District's website. [1C.5.3] The most recent date of Board approval and Cabinet review are listed on the entry for each policy or procedure.

The president ensures the integrity of the College mission policy. The Integrated Planning Model directs the College to regularly review the mission, after which the president updates Board Policy 1200: District Mission [1C.5.4] and submits it to the Board of Trustees for review and approval.

Per SJECCD Board Policy 4000 [1C.5.5], the College Academic Senate [1C.5.6] participate in review of policies and procedures related to the College's instructional programs and services to keep current with ongoing regulatory changes.

The Vice President of Student Services holds operational responsibility for student support program and service policies and procedures, such as polices about student records, fees, financial aid, health services, student government, and campus safety. When laws affecting these operational policies change, the vice president of Student Services ensures the changes are made, implemented, and forwarded to the president.

The Student Success Committee [1C.5.7] is responsible for reviewing and updating the majority of the College's student support program and service policies and procedures, such as those related to admissions, enrollment, counseling, the Transfer Center, Disabled Students Programs and Services, Extended Opportunity Programs and Services, and the Student Success and Support Program. In 2014/15, this new governance committee began reviewing and updating all of its policies and procedures in order to establish a baseline from which it will implement a regular review cycle. [1C.5.8]

The Office of Instruction ensures the accuracy, clarity, currency, and inclusion of appropriate detail of all information published in the College's online catalog through its electronic review and approval workflow process

described in section. The College employs a thorough review process for all print and electronic advertising, promotional literature, and publications that describe EVC's mission, programs, services, and accredited status.

Analysis and Evaluation

The College meets the standard. Board policies, administrative regulations, and College practices ensure that policies and procedures are reviewed regularly through the shared governance process. The District Office has a procedure in place to update its policies and procedures. The College reviews the changes, updates, and amendments with the entire College through the College Governance Council. The College catalog, Student Handbook, and Faculty Handbook are typical documents reviewed for correctness. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1C.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 regularly evaluates and disseminates information to current and prospective students about the total cost of education, the sources of potential financial aid and refund policies and collection policies and procedures.

Current and prospective students are accurately informed about tuition, fees, and other required expenses through the College catalog, the online schedule of classes, and the College website.

The Evergreen Valley College catalog has always identified the types of expenses students should expect each semester, such as fees for tuition, parking, health services, and transcripts. The actual cost of required expenses, including the resident and non-resident enrollment fee per credit unit, instructional material fees when applicable, parking, and the estimated cost of textbooks, are included in the catalog beginning in 2015-16.[16] The catalog also directs students to the Financial Aid Office, schedule of classes, and Student Services website for more detailed information about fees, financial aid, textbook grants and loans, and scholarships. [1C.6.1; 1C.6.2] The catalog also informs students about the actual costs of attending the College and includes a fee calculation worksheet to assist them in calculating the total cost of their education, stating that textbooks and supplies "can cost as much as $1764 for a nine-month period. (Catalog p.20)

The online schedule of classes includes information on all material costs for courses; required instructional materials fees, such as for Sculpture 1 and 2, include the exact fee amount at the beginning of course descriptions. [1C.6.3]

The College's Fees webpage [1C.6.4] lists specific costs for enrolling in classes at the College, including health services and student center fees. The Gainful Employment Data webpage [1C6.5] includes the estimated total cost

[16] ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status compliant.

to complete programs designed to lead to employment, assuming normal time to completion. For example, the estimated cost to complete the accounting certificate is $3,084.

The website's Financial Aid webpage [1C.6.6] complies with the U.S. Department of Education requirement to provide a net price calculator so students can obtain a personalized estimate of what it will cost to attend Evergreen Valley College. The Financial Aid webpage also provides students with an annual college budget breakdown [1C.6.7] (cost of attending, COA) to help them determine their educational funding needs. The 2015–16 Evergreen Valley College Budget Breakdowns, for example, estimates the average total cost of attending EVC is $19410 per nine-month period if the student is not living with parents and $12939 per semester living with parents. The total cost is broken down by the actual, state-mandated cost of tuition/fees and the estimated cost of books/supplies, food/housing, transportation, and personal miscellaneous expenses based on figures provided by the California Student Aid Commission.

Analysis and Evaluation

The College meets the standard. Accurate and relevant information is included in College publications and on the College website. Students have broad access to this information. The College provides many methods and conduits to accessing information about the total cost of education, including tuition, fees, and other required expenses. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1C.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

Evergreen Valley College's commitment to the free pursuit and dissemination of knowledge and support of intellectual freedom are codified in its academic freedom policy and institutional code of ethics policy and procedure, all of which are available to the public on the college webpage [1C.7.1] and in chapter 8 of the College catalog [1C.7.2].

SJECCD academic freedom policy [1C.7.3] includes the president's and Board of Trustees' commitment to supporting the principles of academic freedom by actively and openly working toward a climate that will foster this freedom. The College defines academic freedom in the classroom as the right of faculty members to interpret their fields and to communicate conclusions without being subjected to interference or penalty because these conclusions may be at variance with those of constituted authorities, organized groups, or individuals. The academic freedom of students is the freedom to express and to defend their views, to question, and to differ from the views of their instructors or the District without penalty.

The institution's code of ethics specifies the responsibility of all employees to "promote freedom of inquiry and expression in the pursuit of learning" and ensure that students have access to varying points of view while respecting differing opinions. It also identifies the responsibility colleagues have to one another in facilitating a

climate of trust and mutual support through relationships focused on respect for reason, freedom of expression, and the right to dissent.

Analysis and Evaluation

The College meets the standard and fulfills eligibility requirement 13. The College maintains an institutional code of ethics that applies to all constituent groups. Additionally, Board Policy 4030 documents the College's Academic Freedom policy and procedures. Together, these policies establish the institutional commitment to intellectual freedom for all constituencies with respect for differing opinions. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1C.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 College, in cooperation with the District Office, has established 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 governing board members act honestly, ethically, and fairly in the performance of their duties. The College's policy and procedure on institutional ethics, published in the catalog [1C.8.1] and on the college webpage [1C.8.2], apply to all constituencies and include specific ethical responsibilities "not only for present and future employees, but also for students." 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 Board of Trustees has an established code of ethics. [1C.8.4] 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. This policy is published in the catalog [1C.8.5].

In addition to being published on the College website, student discipline and grievance procedures are available to students in the College catalog [1C.8.6], and Office of the Vice President of Student Services. SJECCD Board Policy 5500 outlines Standards of Student Conduct and the corresponding Administrative Procedures 5500, 5520 and 5530 address procedures for student discipline and grievance.

Analysis and Evaluation

Evergreen Valley College meets the standard. Board Policy 2715 ensures that the College maintains an institutional code of ethics that applies to all constituent groups. Additionally, Board Policy 5500 and Administrative Procedures 5520 and 5530 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.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1C.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

Evergreen Valley College communicates its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline through the Institutional Code of Ethics policy and corresponding procedure, which states that the District supports employees who "work in a professional manner with mutual respect for individual differences." [1C.9.1] The College's academic freedom policy also requires faculty to acknowledge the facts on which controversial views are based and show respect for opinions held by others. [1C9.2]

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." [1C.9.3]

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." [1C.9.4] 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. [1C.9.5] 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 meets the standard. The Academic Freedom policy communicates the responsibility of faculty to teach honestly, fairly, and objectively, while supporting the right of faculty to express individual and diverse viewpoints in order to provide students a well-rounded learning experience. Both the curriculum and faculty evaluation processes ensure that course content and instructional methodologies maintain both academic freedom and established academic practices. Review of course syllabi in the faculty evaluation process verifies that course syllabi reflect the COR.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1C.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

As an open access California community college, Evergreen Valley 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 [1C.10.1] for its employees, 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 catalog under College Profile [1C.10.2] and published on the Board of Trustees' webpage (BP 2715).

To promote and support a collaborative, safe, and productive learning environment, the Board of Trustees, the chancellor, and the 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 [1C.10.3]. In addition to being published on the Board of Trustees' webpage, the Standards of Student Conduct policies and procedures are communicated in the catalog under Academic Standards and Policies (BP 5500; AP 5520).

Members of the Board of Trustees adhere to ethical standards identified in Board Policy 2715: Code of Ethics/Standards of Practice, which they review and sign annually. (See Standard 1C.8) This policy specifies conduct in Board members' relationships with the administration, staff, students, and the District community. The Board's Code of Ethics/Standards of Practice policy is published on the Board of Trustees' webpage.

Analysis and Evaluation

The College meets the standard. The college is an open access, public institution and espouses no particular belief system.

STANDARD 1C.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

Evergreen Valley College does not offer curricula in foreign locations.

Analysis and Evaluation

The College meets the standard. The College has no foreign locations.

STANDARD 1C.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

The College has an accreditation liaison officer who regularly reviews the policies and announcements for public disclosure of information. All required language of the Commission is included on the college website [1C.12.1], catalog [1C.12.2], and the District web site [1C.12.3].

Analysis and Evaluation

The College meets the standard and fulfills eligibility requirement 21. The College maintains a positive relationship with the Accrediting Commission for Community and Junior Colleges (ACCJC) characterized by clear and timely communication. The College complies with all commission policies, eligibility requirements, standards, guidelines, and requirements for public disclosure. Annual and midterm reports are submitted in a timely manner. The College has a large, representative group that works with the Accreditation Liaison Officer to provide oversight on all reports submitted to the commission. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 1C.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

Evergreen Valley College complies with all of the Commission's eligibility requirements, standards, policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

The president is responsible for ensuring the College complies with the accreditation process and standards of the Western Association of Schools and Colleges, Accrediting Commission of Community and Junior Colleges, and other district programs that seek special accreditation.

The College's Accreditation Liaison Officer (ALO) [1C.13.1] assists the president in promoting an understanding of accreditation requirements among Evergreen Valley's constituencies as well as in communicating with, and responding to requests from, the Commission. The ALO facilitates institutional reporting, including Annual Reports and Substantive Change Proposals. For example, the ALO informed the Commission in spring 2015 about the relocation of the College's fee-based, not-for-credit training program to make sure a substantive change proposal was not necessary.

A signed letter from the president ensuring the District's compliance with the Commission's eligibility requirements, accreditation standards, and policies is on file with the Commission and in the College president's office.

The College's past accreditation history demonstrates integrity in its relationship with the Commission. It has responded expeditiously and honestly to recommendations, as evidenced by the completion of two required follow-up reports and team visits that resulted from the College's March 2010 comprehensive visit [1C.13.2]. After both follow-up reports, the College disseminated the Evaluation Team Reports and Commission letters to Evergreen Valley's staff and report signatories, including the College leadership and Board of Trustees, as directed by the Commission. Additionally, as per district policy, the president provided the board with a summary of the reports and actions to be taken in response to the Commission's recommendations.

Evergreen Valley College describes its accreditation status exactly as prescribed in the Commission's "Policy on Representation of Accredited Status" and includes the address and telephone number of the Commission office everywhere the College references its accredited status. The accreditation webpage [1C13.3] provides information about Evergreen Valley College's specialized program accreditors, including their addresses and contact information for filing complaints. Copies of all accreditation-related documents are posted to the College website and are available to students and the public from the Office of Instruction. Evergreen Valley College communicates its educational quality and institutional effectiveness to the public through both the Student Success Scorecard [1C.13.4], available on the Chancellor's Office website, and the College's Annual Report [1C.13.5], which is distributed throughout the District and available on the College website.[17]

In spring 2016, the College submitted a substantive change proposal to offer associate degrees and certificates programs 50 percent or more via distance education. The Commission approved this substantive change proposal in June 2016.

Analysis and Evaluation

The College meets the standard and fulfills eligibility requirement 21. The College employs multiple methods to describe itself to external agencies, including the catalog, website, annual and midterm reports, program-specific self-studies, and planning documents. Information regarding this compliance is communicated consistently to all external agencies. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

[17] "Policy on Public Disclosure and Confidentiality in the Accreditation Process" compliant.

STANDARD 1C.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's policies, practices, and adopted codes of conduct demonstrate that delivering high quality education is the paramount objective. As a publicly funded, open-access institution, Evergreen Valley College does not have any external investors or parent organizations seeking profit from college operations or programs.

Evergreen Valley College has adopted a mission that prioritizes student learning and student achievement as the College's primary objectives. The mission clearly expresses a commitment to offering high quality education and ensuring that the College's diverse learners are well supported in achieving their educational goals (see Standard 1A.1). The College's conflict of interest policies, planning and resource allocation processes, and student success and student equity initiatives ensure the primacy of this commitment.

CONFLICT OF INTEREST POLICIES

The primary duty and responsibility of the District Board of Trustees is to support the mission of the College [1C.14.1]. Board members are prohibited from engaging in any activity that conflicts with the College's primary objective of maximizing student success by providing "superior educational opportunities and student-support services." [1C14.2; 1C14.3; 1C14.4]

The Board's conflict of interest policy prohibits Board members from being "financially interested in any contract made by the Board of Trustees or in any contract they make in their capacity as board members." [1C14.5] Each year board members are required to pledge their adherence to 14 standards of practice, including "resisting every temptation and outside pressure to use [their] positions as community college board members to benefit either [themselves] or any other individual or agency apart from the total welfare of the Evergreen Valley Community College District" [1C14.6]

All employees of the College are prohibited from engaging in activities that conflict with the primary mission of the College. The Institutional Code of Ethics policy asserts all employees must "[a]void conflicts of interest between their contractual obligations to the district and private business or personal commitments. For example, they avoid soliciting clients and selling services or products during the course of their regular work at Evergreen Valley College and they refuse remuneration for services rendered to persons for whom they perform the same services as an employee of the college." [1C.14.7]

The 2008 Higher Education Opportunity Act conditions the eligibility of educational institutions to participate in Title IV programs on the development, advertisement, and administration of and compliance with a code of conduct, prohibiting conflicts of interest for its financial aid personnel. The College's officers, employees, and agents are required to comply with this code of conduct. Specific provisions that bring the College into compliance with the federal law are posted on the College website [1C.14.8].

PLANNING AND RESOURCE ALLOCATION PROCESSES

The College's planning and resource allocation processes, described in Standard 1B Assuring Academic Quality and Institutional Effectiveness, are further evidence of the College's ongoing dialogue about, and commitment to, improving student learning and student achievement.

Institutional program review focuses on how well programs advance the College's mission and improve student achievement and learning. Resource allocation processes link institutional program reviews and institutional objectives to the resources needed to accomplish the institutional goals identified in the educational master plan. [1C.14.9; 1C.14.10]

The Final Budget, Fiscal Year 2015–16, reflects the Board of Trustees' priorities, institutional priorities, and the 2014–17 Strategic Plan. The master plan guided the development of the strategic plan, which identifies the specific actions the District intends to take to achieve the five institutional goals and their objectives.

STUDENT SUCCESS AND STUDENT EQUITY PROGRAMS AND INITIATIVES

The District Board of Trustees' commitment to assuring student success and student equity in educational programs and college services is evidenced through the following Evergreen Valley College programs (BP 5300):

- The Extended Opportunity Programs and Services (EOPS) [1C.14.11] program provides student services to assist students who have language, social, and economic disadvantages to succeed academically (BP 5150).
- The Disabled Students Program and Services (DSPS) [1C.14.12] program facilitates equal educational opportunities for students with disabilities who can profit from instruction (BP 5140).
- The *2015–16 Student Equity Plan* [1C.14.13] identifies goals to improve academic outcomes for targeted groups as well as the initiatives the District will undertake to achieve those goals. The plan assesses outcomes in what the California Community Colleges Board of Governors policy on student equity has defined as five key success indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer.
- The *2015–16 Credit Student Success and Support Program Plan (SSSP)* [1C.14.14] establishes student achievement goals and initiatives the District will undertake to increase student persistence, decrease students on probation and academic disqualification, and increase the success rate of SSSP students by the end of spring 2018.

Analysis and Evaluation

The College meets the standard. Student learning, support, success, and achievement are the primary purpose of the College's mission. The College is a publicly funded, open-access community college, part of the California System of Higher Education. The College's purpose is for the benefit of students. It does not generate financial return for private investors or contribute to any related parent company. The processes by which the College adheres to its institutional commitments to academic quality education, student achievement, and student learning are described in detail in other sections of this report. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

CHANGES AND PLANS ARISING FROM THE SELF-EVALUATION

There are none noted in Standard 1C.

EVIDENCE LIST

1C.1.1 Accreditation web site link
1C.1.2 Mission statement web page link
1C.1.3 SLOAC web site link
1C.1.3a Devel-psych-COR-CurricUnet
1C.1.3b Devel-psych-syllabi-2016Summer
1C.1.4 EVC catalog chapter 4
1C.1.5 EVC catalog web site link
1C.1.6 Distance education courses for fall 2016 web link
1C.1.7 EVC catalog web site link
1C.1.8 Financial aid web site link
1C.1.9 Tutoring web site link
1C.1.10 Health services web site link
1C.1.11 Library web site link
1C.1.12 EOPS web site link
1C.1.13 Distance education web site link
1C.1.14 EVC Accreditation web site link
1C.2.1 Catalog production timeline
1C.2.2 Catalog responsibilities
1C.2.3 EVC catalog web site link
1C.2.4 Board of Trustees web page link
1C.2.4 Cal comm college chancellor's office web site link
1C.3.2 SLO web page link
1C.3.3 IEC web link
1C.3.4 SLO web page link
1C.3.5 District annual report 2016
1C.3.6 Scorecard web link
1C.3.7 California community college chancellor's office web site link
1C.3.8 Progress on the mission report
1C.4.1 Link to EVC catalog
1C.5.1 Link to BP 2410
1C.5.2 Link to college council web page
1C.5.3 Link to district web site
1C.5.4 Link to BP 1200
1C.5.5 BP 4000
1C.5.6 Senate link
1C.5.7 Student success committee web page link
1C.5.8 BP/AP process flow chart
1C.6.1 EVC Catalog pg 17
1C.6.2 EVC Catalog pg 18
1C.6.3 Course schedule fee information
1C.6.4 Link to EVC fees web page
1C.6.5 Link to EVC gainful employment data web page
1C.6.6 Link to EVC financial aid web page
1C.6.7 Link to EVC Cost of attending web page
1C.7.1 Link to EVC code of ethics web page
1C.7.2 Chapter 8 of catalog
1C.7.3 BP 4030 academic freedom

1C.8.1 Chapter 1 EVC catalog
1C.8.2 Link to EVC catalog
1C.8.3 EVC Code of Ethics on webpage
1C.8.4 BP2715
1C.8.5 Chapter 1 EVC catalog
1C.8.6 Chapter 8 EVC catalog
1C.8.7 EVC Catalog, Chapter 8
1C.9.1 EVC catalog chapter 1
1C.9.2 EVC catalog chapter 8
1C.9.3 EVC administrative evaluation form of faculty
1C.9.4 EVC student evaluation form of faculty
1C.9.5 EVC Tenure track faculty evaluation form
1C.10.1 Link to EVC code of ethics web page
1C.10.2 EVC catalog, chapter 1, see pg. 3
1C.10.3 EVC catalog, chapter 8, see pp. 166 – 167
1C.12.1 Link to EVC accreditation web page
1C.12.2 EVC catalog chapter 1, pg
1C.12.3 Link to district accreditation web page
1C.13.1 EVC accreditation steering committee web page
1C.13.2 Link to web page with EVC 2010 accreditation self-study report
1C.13.3 Link to EVC accreditation web page
1C.13.4 Link to district student scorecard web site
1C.13.5 District annual report
1C.14.1 BP 2200
1C.14.2 BP 1200
1C.14.3 BP1300
1C.14.4 BP1400
1C.14.5 BP 2710
1C.14.6 BP 2715
1C.14.7 AP 3050
1C.14.8 Link to EVC title IV web page
1C.14.9 EVC master plan
1C.14.10 BP 3250
1C.14.11 Link to EVC EOPS web page
1C.14.12 Link to EVC DSPS web page
1C.14.13 Link to EVC student equity web page
1C.14.14 SSSP

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.

2A INSTRUCTIONAL PROGRAMS

STANDARD 2A.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

In accordance with AP 4025 and through EVC's curriculum process and assessment activities, the College offers instructional programs in fields of study consistent with the institution's mission. All of these programs meet standards of rigor and quality appropriate to higher education, and culminate in student attainment of defined student learning outcomes leading to the achievement of degrees, certificates, employment, or transfer to other higher education programs.[18]

Most courses offered are of a sixteen-week duration. Following Administrative Procedure 4105, the College ensures that many of its courses are offered through Distance Education (DED). The number of weeks and contact hours are calculated at Academic Services and entered into the official schedule. Content is reviewed, as detailed below, by faculty with expertise in the field as well as the appropriate administrator(s). Quality is measured in a number of ways. Student learning outcomes (SLOs) are documented in every Course Outline of Record as well as syllabi. [2A.1.1; 2A.1.2] Measurement of SLOs is conducted and reported via the SLO Assessment Matrix. [2A.1.3] Faculty communicate assessment results and adjust instruction as needed. Individual faculty reflect on their own instruction and the achievement of their student goals in their own classes. This is facilitated by the College faculty evaluation process, discussed in section 22.7.7 of the current faculty contract, regarding faculty conducting formal observations of other faculty on a regular basis (with different schedules for tenured, tenure-track, and adjunct

[18] Eligibility Requirement 9 Compliant, Educational Programs

faculty). [2A.1.4] These results are compiled by the dean. At every point in this process, there is opportunity for identifying curriculum quality and the quality of its actual implementation. Quality is also ensured by external review. All transfer-level courses are approved by the California State University system, and may or may not be approved by the University of California system.

CURRICULUM PROCESS

The College ensures that programs and services are of high-quality and appropriate to the mission through numerous processes, including systematic curriculum review, student learning outcome review, and program review, all of which link to measurement of student learning and achievement.[19]

All proposed curriculum, including new courses/programs, course/program revisions, and distance education, are proposed through the All College Curriculum Committee (ACCC) process. [2A.1.5] EVC curriculum is approved using course, program, or distance education proposal templates [2A.1.6; 2A.1.7]. Within the proposals, faculty address justification for the new curriculum or revision, and for new or revised instructional programs. Under "proposal information", faculty describe the relationship that the program has or will have to fulfilling the mission of the College.

The robust curriculum proposal process includes identification of SLO/PLOs, proposed assessments, mapping to the ILOs, content, major sheets, and GE criteria. [2A.1.8] In spring 2015, the College adopted CurricUnet Meta as its curriculum management system. The system utilizes existing EVC curriculum templates and serves as an online reporting/tracking mechanism for curriculum. EVC's existing curriculum proposals were uploaded to the system and faculty can access curriculum anywhere with Internet access. Infrastructure is built within the system so that faculty can view all curriculum, but can only edit/create curriculum in his or her approved area(s) of expertise.

CurricUnet facilitates the approval of curriculum through the online approval process. For all levels of curriculum development – course, instructional program, and distance education, there are nine approval levels required before the course or program is approved through the campus process. For new courses and degrees, additional approval is required through the College Board of Trustees and the State Chancellor's office. Each of the approval levels contains 1-3 approvers. The levels of approval include the originating faculty, the academic dean, the SLO coordinator, librarian (optional), distance education coordinator (fully online and hybrid courses only), division curriculum chair, curriculum specialist, curriculum technical review committee, ACCC, and VP of instruction. [2A.1.9] Each of these reviews the curriculum proposal by section or in totality, within his or her area of expertise. Approval through all nine levels indicates that the proposed course or program is aligned to the mission, contains content/criteria that indicates rigor appropriate for higher education, and has content and method of instruction that will facilitate student achievement of the identified student learning outcomes.

EVC currently offers 58 instructional programs. To determine the fields of study in which to offer degrees, the College utilizes the internal/external scans and employment trends as outlined in the Education Master Plan. [2A.1.10] During the program development or revision process in CurricUnet, Faculty also are asked to provide evidence that the program is appropriate for the Associate Degree level. Faculty need to document how the program aligns with the EVC mission, show that the College has adequate resources to support the program, and

[19] Eligibility Requirement 11 Compliant, Student Learning and Achievement

share evidence that a review of other local Colleges offer similar programs or employment trends that support the degree. The College also uses statewide initiatives, rapid growth areas (such as CTE), and consortium/grant projects for emerging areas as indicators of what programs to offer. In recent years, alignment with SB 1440 resulted in the College adding eight ADTs and, as recommended in the EMP, adding more in 16/17. The following table outlines the degrees and certificates offered in 2015-16.

Degrees and Certificates 2015-2016	Associate Degree for Transfer (AA-T or AS-T)	Associate in Arts	Associate in Science	Certificate of (Achievement or *Specialization)
Accounting			x	Achievement
Administration of Justice	AS-T	x	x	
Art – Design Emphasis		x		
Art – Studio Practice 2-D		x		
Advanced Automotive Training				Achievement
American Honda				Achievement
Automotive Technology Basic Skills Entry Level Employment				Achievement
Auto - Drivetrain and Chassis			x	Achievement
Auto - Electrical-Engine Performance			x	Achievement
Automotive Technology Smog Specialist				Achievement
Biology		x		
Building Information Modeling (BIM)				Achievement
Business Administration	AS-T		x	
BIS – General Business			x	Achievement
BIS – Business Information Specialist			x	Achievement
Chemistry			x	
Communication Studies	AA-T			
Computer Aided Drafting and Design (CADD)			x	
CADD-AutoDesk				*Specialization
CADD-Mechanical Modeling				*Specialization
CADD-Digital Prototyping				*Specialization
CADD-Architectural CADD				*Specialization
CADD-3D CADD				*Specialization
Engineering		x	x	
English	AA-T	x		
Entrepreneurship				Achievement
General Studies with emphasis in Astronomy		x		
General Studies with emphasis in Health Science		x		
General Studies with emphasis in Mathematics for Secondary School Teaching		x		
General Studies with emphasis in Natural Science		x		
General Studies with emphasis in Sociology		x		
General Studies with emphasis in Women's Studies		x		
History	AA-T			
Law Enforcement				Achievement
Liberal Studies with emphasis in Elementary Teacher Preparation		x		
Mathematics	AS-T			
Medical Assistant-Front Office				Achievement
Nursing			x	
Paralegal Studies		x	x	Achievement
Patient Community Navigator				*Specialization
Physics	AS-T			
Psychology	AA-T	x		
Surveying and Geomatics		x	x	Achievement

SLO ATTAINMENT

Regardless of location or means of delivery, every course has specific and measurable SLO's, every program has specific and measurable SLO's, and defined GE/Institutional SLO's are mapped at the course and program level. SLOs at every level (course, program, service, institution) are, at a minimum, listed on the SLO webpage, course level syllabi or the College catalog.[20]

The College ensures that programs and services are of high-quality and appropriate to the mission through numerous processes, including systematic curriculum review, student learning outcome review, and program review, all of which link to student learning and achievement.[21] Further evidence of student achievement, including student progress through degrees and certificates, employment, and transfer to four-year institutions are discussed in program review, identified in annual reporting, and reflected on the EVC student success score card. [2A.1.11]

Evaluation of student progress and outcomes is measured through Program Assessment and GE/ILO assessment, and is summarized in part in the program reviews. Instructional program assessment is documented on the EVC Instructional Program Assessment Matrix. Faculty collaborate to identify appropriate assessment methods for PLOs, implement assessment and interventions for improvement, and then reassess to determine if the change facilitated greater student achievement of the stated PLO. This process is documented on the EVC Program Assessment Matrix [2A.1.12; 2A.1.13] GE/ILO assessment is documented on the EVC GE/ILO Assessment Matrix. GE/ILO assessment is managed predominantly by the SLO assessment committee, but involves faculty and staff involvement from various areas on campus. The GE/ILO assessment data are utilized from various sources, including existing program or course assessment data, made possible through campus mapping of SLO/PLOs to the GE/ILOs; shared implementation of a rubric specific to the ILO, “written communication”; and student survey data. [2A.1.14; 2A.1.15]

Program review cycles vary from every two years for CTE programs to every six years for academic programs. Regardless of the frequency of program reviews, the guided questions are the same. Part A includes an overview of the program which provides program linkage to the College mission, strategic initiatives, productivity rates, and student success data, including criteria to establish program-set standards for student success. Part B centers on curriculum, including modification, new curriculum, currency of content, future plans for curriculum, and evidence that area curriculum has been reviewed. Part C of the Instructional Program Review template contains six directed questions around SLO/PLO assessment, related interventions, and any changes made as a result of assessment. Part D focuses on program faculty, professional development, and orientation/evaluation process and timelines. Part E and F address facilities, equipment, and proposed future program needs. Faculty participating in program review also have the opportunity to provide evidence leading to resource allocation proposals. [2A.1.16]

[20] Policy on Institutional Advertising, Student Recruitment Compliant

[21] Eligibility Requirement 11 Compliant, Student Learning and Achievement

In 2015-2016, funds were made available for needs indicated in the Program Review. The six departments obtained funds for equipment, workshops and other areas of identified need. [2A.1.17]

DISTANCE EDUCATION

The College also offers a variety of courses through distance education, either online or hybrid delivery.[22] EVC has adopted many online Education Tools as a non-pilot College of the Online Education Initiative (OEI). In summer 2016, 27 courses Distance Education courses are being offered. [2A.1.18] Although EVC does not currently offer online degrees or programs, it is certainly the goal is to offer a broader selection of online courses through the Exchange in near future. This will open up the path to help students complete their College degree online from Evergreen Valley College.

In order for distance education classes to be taught, classes undergo the regular curriculum approval process with the addition of distance education supplemental questions and review/approval by the DED coordinator. Faculty teaching distance education courses must have taken a fully online 3.0-unit course as a student on DED teaching and learning, and complete a 10-hour training developing their course(s) using the Learning Management System. [2A.1.19]

All students taking a Distance Education course are required to attend an orientation (or its equivalent), either on campus, or online by arrangement with their instructor, in order to better understand and utilize this mode of delivery. Students taking hybrid courses are provided with instruction during a face-to-face meeting. Instructors developing hybrid courses go through training with the Instructional Technology faculty with clear guidelines for developing hybrid courses [2A.1.20]. All online students are required to take proctored exam(s) to establish the integrity of the courses and the authenticity of the students. If students cannot attend the proctored exam(s) on campus [2A.1.21], it is the student's responsibility to find a suitable proctor and make arrangements with the proctor and the instructor of the course. There is a form that must be received one week prior to the exam test date. [2A.1.22]

Analysis and Evaluation

The College meets the standard and fulfills eligibility requirements 9 and 11. Through the College's curriculum process and assessment activities, the College offers instructional programs in fields of study consistent with the College's mission. All of these programs meet standards of rigor and quality appropriate to higher education. The College has made huge strides in this area since the last full visit. SLOs are common vocabulary among the faculty, and the introduction of CurricUnet has made access to and modification of course outlines a standardized practice. Curriculum revision or development is reviewed by key entities including the faculty with expertise in the field as well as the appropriate administrator(s). Student learning outcomes (SLOs) are found in every Course Outline of Record and are expected in the syllabi as well. Measurement of SLOs is conducted and reported via the SLO Assessment Matrix.

[22] See Checklist for Compliance with Policies and Federal Regulations OR Policy on Distance Education and Correspondence Education, Compliant.

This oversight allows the College to ensure adherence to its mission and the newest concepts and practices in the field, as well as ensuring a good fit into the College curriculum. All proposed curriculum, including new courses/programs, course/program revisions, and distance education, are proposed through the All College Curriculum Committee (ACCC) process. This robust proposal process requires identification of SLO/PLOs, proposed assessments, mapping to the ILOs, content, major sheets, and GE criteria. CurricUnet facilitates the approval of curriculum through the online approval process. For all levels of curriculum development, there are nine approval levels required before the course or program is approved through the campus process.

All faculty have access to course outlines through the CurricUnet link on the College home page. No special training or access is needed. All faculty may receive assistance with CurricUnet at each Professional Development Day, and, by contractual agreement, adjuncts are now paid for 6 hours of attendance at PDD. Further training is available on a 1:1 basis throughout the year. This has greatly increased the number of adjuncts who access CurricUnet. Still, the continuous addition of new adjuncts suggests that perhaps a training on accessing materials on CurricUnet should be part of their initial orientation. This would increase immediate access to course outlines and other necessary materials for a new adjunct faculty member.

EVC currently offers 58 instructional programs. To determine the fields of study in which to offer degrees, the College utilizes internal/external scans and employment trends as outlined in the Educational Master Plan (most recently the 2014/2015 revision).

Evaluation of student progress and outcomes is measured through Program Assessment and ILO assessment, and is summarized in part in the program reviews. Instructional program assessment is documented on the EVC Instructional Program Assessment Matrix. Program review cycles vary from every two years for CTE programs to every six years for academic programs. Regardless of the frequency of program reviews, the guided questions are the same.

EVC does not offer any fully online degrees. However, many courses, including GE, are available through Distance Education (DED). DED supplements are approved through the regular curriculum approval process with the addition of distance education supplemental questions and review/approval by the DED coordinator.

Analysis of the functional map with respect to the Workforce Institute indicates that the delegation of duties between District and College is more accurately that the District collaborates with and supports the WI. This technical change will be made at the next review of the functional map.

STANDARD 2A.2

> 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.

Evidence of Meeting the Standard

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. Additionally, faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to ensure accuracy, improve teaching and learning strategies, and promote student success.

FACULTY

Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations in a number of ways. All active courses and programs have gone through the ACCC approval process, resulting in a *Course Outline of Record* or *Program Outline of Record.* [2A.2.1; 2A.2.2] These outlines are revised every six years for academic courses and programs. CTE courses and programs are revised every two years. Faculty make changes to texts and materials used, topics to be covered, and methods of instruction, as well as other areas. All updates go through the regular curriculum review process, as summarized in Standard 2A.1. This includes a division curriculum committee and the area academic dean, as well as the College's curriculum specialist and the All-College Curriculum Committee (ACCC). [2A.2.3]

In spring 2016, an expedited review process was proposed for use when non-substantive changes are made to a course outline. [2A.2.4] Examples of non-substantive changes identified by the ACCC include updating textbooks, code corrections or changes, and modifying methods of evaluation/assessment. In this expedited process, the modified course outlines would become an item on the ACCC consent agenda. The decision to place a course revision proposal on the consent agenda is made by the ACCC chair, in consultation with members of the Technical Review Committee. The expedited process will be implemented in the next academic year, 2016/2017.

The ACCC is a shared governance committee composed of representation from campus constituent groups and academic divisions. The ACCC is chaired by a full time faculty and is a subcommittee of the Academic Senate. The ACCC recommends decisions regarding curricular matters to the Academic Senate. The Academic Senate makes recommendations to the Board of Trustees [see Standard 4A.4].

Distance Education

Only faculty members revise or create curriculum, and although faculty can view all active curriculum, they can only edit or create curriculum in their designated area of expertise. The appropriate mode of instruction delivery is proposed by faculty and approved through the ACCC. When faculty propose to deliver a course via distance education, the course outline must first be approved, then an online/hybrid supplement form can be approved. The online/hybrid supplement covers the same content and SLOs as the traditional face-to-face course, but inclusion of a narrative description of the specific distance education teaching methodologies and activities is required. [2A.2.5; 2A.2.6] Once approved as an online/hybrid course, faculty complete online teaching training before teaching an online course. Faculty with training outside of the College are still required to learn the local Learning Management System and receive college-specific training.

In order to teach online/hybrid courses, faculty are encouraged to take a 3.0-unit online course as a student either through @ONE (@ONE Training Website) or one of the Educational Instructional Technology (EDIT) courses offered at Evergreen Valley College. [2A.2.7] They also have the option to complete ten hours of training offered

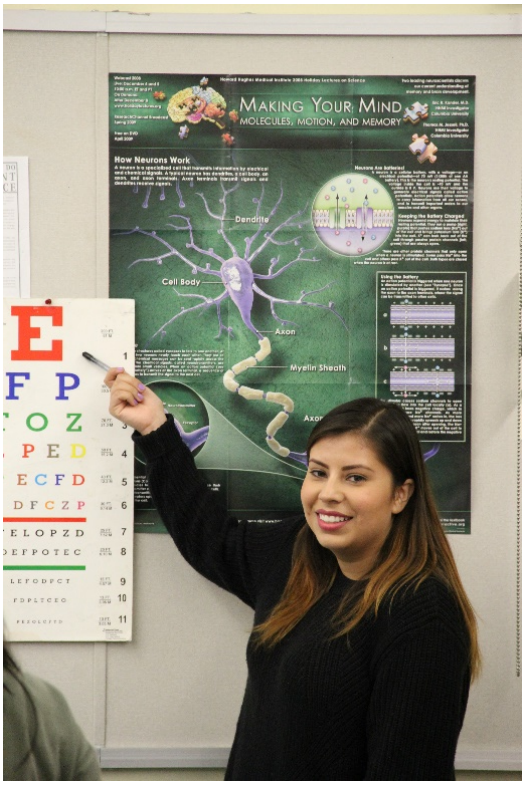
by the Instructional Technology faculty to develop their courses on the Learning Management System (LMS) following the best practices through the Technology Resource Center (TRC).

The Academic Senate recently established a Distance Education Committee. [2A.2.8] This committee is comprised of faculty, staff, and an administrator, to provide further oversight and discussion of Distance Education. The presence of the faculty and staff from different areas have helped the procedures and policies of Distance Education and online and hybrid courses become more transparent to the rest of the campus.

Once a course or program has been approved and implemented, faculty have the opportunity to discuss teaching methodologies linked to student performance. Faculty participate in SLO Assessment and document student results in achieving outcomes. If an outcome is not met, faculty discuss results and implement an instructional change and reassess to see if students achieve the outcome. Faculty have ongoing conversations regarding teaching methodologies and student performance by sharing SLO Assessment results at department/division meetings and Professional Development Day (PDD) activities. [2A.2.9; 2A.2.10; 2A.2.11; 2A.2.12; 2A.2.13]]

CONTINUOUS IMPROVEMENT THROUGH PROGRAM REVIEW AND FACULTY EVALUATION

Program reviews also serve as a cumulative opportunity to discuss student success and implementation of any interventions. Program review occurs every six years for academic programs and every two years for CTE programs. The program review template includes guided questions for evaluation of program relevancy and achievement of learning outcomes, as well as projection of future needs. [2A.2.11] Even though EVC defines instructional programs as *a course of study leading to degree or certificate*, program reviews are also completed on discipline-specific groupings of class offerings. This ensures analysis of all EVC programs and coursework, including developmental classes. Faculty completing program review gain access to the district research portal (CROA) to receive disaggregated student data for the program or discipline area. [2A.2.13] The data include student demographics, completion, and success rates, as well as disaggregated success rates based on day vs. evening classes and online vs. face-to-face. Faculty also analyze student demographics and success data from their program in comparison with the College. Faculty are asked to address any disparities. [2A.2.14; 2A.2.15]



Program/discipline faculty completing program review receive feedback from members of the Institutional Effectiveness Committee (IEC), who oversee the program review process for the campus. Once the program review is completed, IEC reviews and recommends approval to the College Council and ultimately the College president. Once final approval occurs, the program reviews are posted to the EVC Website and are publicly available. The campus program review process is linked to the integrated planning process. The resource allocation request section of the program review can be submitted to the College budget committee for consideration. [2A.2.15]

Instruction is also evaluated by a faculty member and the dean, with an eye toward improvement in both content and method of instruction. During evaluation cycles, full-time and adjunct faculty are evaluated through a classroom observation with a follow-up conference during which opportunities for improvement are discussed. These discussions include SLO Assessment activities, results and interventions used to improve student learning. According to the negotiated agreement, Post Evaluation Conferences provide an opportunity to review and finalize the Growth and Development Plan, and present and review the Summary Evaluation Report and the Summary of Student Evaluations. [2A.2.16; 2A.2.17; 2A.2.18] Both steps promote communication between administrators and faculty and among faculty, provide opportunities for meaningful discussions of SLOs and their assessment, and allow sharing of ideas to improve instruction.

Analysis and Evaluation

The College meets the standard. The College has a well-established process for proposing new courses or programs with multiple levels of review and approval. Existing (active) courses are subject to periodic review, which also involves multiple levels of review and approval. Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations in a number of ways. Through the ACCC, all active courses and programs go through the approval process, resulting in a Course Outline of Record or Program Outline of Record. The COR's are continually updated with revisions every six years. The appropriate mode of instruction delivery is proposed by faculty and approved through the ACCC, including a supplemental approval form for distance education courses.

The Program Review process works effectively to ensure that faculty periodically evaluate areas for improvement within their disciplines. The Institutional Effectiveness Committee has recently revised the Program Review template to streamline this process, focusing review on pedagogy that maximizes student success and assists the College in achieving its mission. Program reviews also serve as a cumulative opportunity to discuss student success and implementation of any interventions. Program review occurs every six years for academic programs and every two years for CTE programs. Program/discipline faculty completing program review receive feedback from members of the Institutional Effectiveness Committee (IEC), who oversee the program review process for the campus. Instruction is also evaluated by a faculty member and the dean, with an eye toward improvement in both content and method of instruction.

Analysis of the functional map with respect to the Workforce Institute indicates that the delegation of duties between District and College is more accurately that the District collaborates with and supports the WI. This technical change will be made at the next review of the functional map.

STANDARD 2A.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

Evergreen Valley College (EVC) has identified and regularly assesses learning outcomes for its courses, programs, certificates, and degrees. To facilitate success, the College has established minimum standards for conducting

assessment activities. Through the use of the outcome assessment plans, the campus community is committed to helping students reach their full academic potential with the realization that, as part of this process, the campus must seek out, acknowledge, and openly discuss practices that need improvement. [2A.3.1] To facilitate this practice, the District and College have included SLO participation or leadership as a component of employee evaluation. [2A.3.2] (See Standard 3A.6)

IDENTIFICATION AND ASSESSMENT OF SLOS

Course Level SLOs

SLOs have been an integral part of the course outline of record since 2004. This commitment to SLO language has continued with the recent roll out of the CurricUnet Meta curriculum management system in spring 2015. With the Meta system, faculty must document SLOs and connect Institutional Learning Outcomes (ILO) to each SLO. As part of this ongoing process, all 581 active EVC courses contain Student Learning Outcomes (SLOs) noted on the course outline of record.

The College formalized the assessment process with the implementation of institution-wide outcome assessment reporting matrices in 2012. This formalization has allowed use of a common assessment language to share assessment results and from these discussions (at individual, department, and division level) allow the campus to acknowledge what practices are effective and remain flexible in meeting the changing needs of the student population.

The College has established a minimum standard for course and program SLO assessment. This requirement is located on the SLO web site. All faculty are required to familiarize themselves with the standards, which are discussed at division meetings early in the academic school year. [2A.3.3] If faculty have any questions about SLO assessment, a live chat is available on the SLO web site, as well as one-on-one training sessions scheduled with the SLO coordinator(s). Recently, the EVC Academic Senate approved the SLO Assessment Committee (SLOAC) as a stand-alone committee under the direction and full support of the Academic Senate. [2A.3.4; 2A.3.5].

Currently, of the 581 active courses, 469 (eighty-one percent) are actively engaged in SLO assessment. The College aims to increase the number of courses as well as programs that have closed the loop of assessment [2A.3.6]. The results of reassessment activities are regularly shared through monthly division/department meetings, campus wide emails, and shared practices panels offered at biannual college-wide training days as well as bimonthly training workshops. [2A.3.7; 2A.3.8]

Program Level SLOs

EVC defines a program as a course of study leading to a degree or certificate. The College currently offers 58 instructional programs that lead to a degree or certificate. Of these, 51 (eighty-eight percent) are actively engaged in program SLO assessment. In order to understand the challenges faced for the remaining programs, the college will be utilizing the Changes and Plans Arising Out of the Self-Evaluation Process to further study the types of programs that should be tracked over time. For example, some of the remaining programs are newly developed, and in some of the certificate areas, there are no full-time faculty. In particular with the certificate programs, it is important for the college to review the number students completing the certificates in order to determine how best to define instructional programs and utilize program assessment results that will have the greatest opportunity for impacting student learning. Although progress continues and the college has examples of best

practices for instructional program assessment, instructional program assessment remains an area of continued focus for the college. A recent example of an instructional program utilizing best practices in assessment was showcased at a college Professional Development Day (PDD). The program faculty closed the loop of assessment and was shared as a best practices example in a session facilitated by the SLO Coordinator and accounting faculty. The work presented included examples of formative (SLO #1) and summative (SLO#2) assessment. [2A.3.9] Attendees were shown what happens when faculty assess student success within a program based on a particular SLO. Emphasis was placed on the connection to linking a specific assignment to more global skill development (SLO to ILO to earning a degree).

The College's commitment to authentic assessment is reinforced in the sponsorship of faculty to complete the WASC Assessment Leadership Academy (ALA). The campus SLO Coordinator was accepted in the 5th cohort of the WASC ALA and completed the certification in January 2015. The knowledge gained through participation in the ALA resulted in a campus project centered around creating a culture of assessment.

The ALA participant chose to focus on campus administrators as key members in facilitating assessment activities on campus. A series of three workshops on "Leadership and Assessment" were held for campus leaders with the purpose to *empower campus administrators with the knowledge and resources necessary to facilitate assessment dialogue in respective areas and ultimately cultivate a campus culture of authentic, sustainable assessment.*

The project represented a successful step in helping the College achieve its greater goal of creating a culture of assessment. In addition to the campus project, knowledge gained through the ALA supported campus participation in development and implementation of a common written communication rubric, assessment resource materials, and shared dialogue of assessment best practices. [2A.3.10; 2A.3.11; 2A.3.12; 2A.3.13]

COURSE OUTLINES

Course Outlines of Record (CORs) are a key component of the instructional process at any college. At EVC, CurricUnet allows public access to CORs through the College website so that any instructor or prospective or current student can review the expectations for a given course. Student Learning Outcomes are defined and explained on page 69 of the EVC course catalogue [2A.3.14].

New faculty are orientated to the process of accessing course SLOs: what information is available on CurricUnet, how to set up training for CurricUnet, the SLO web site, and a review of the minimum standards for SLO/program assessment [2A.3.15].

ASSURING DISTRIBUTION OF SYLLABI THAT INCLUDE SLO'S

Faculty are aware that, as a mandatory standard, course SLOs from the course outline of record must be included on the course syllabus for every course taught. This standard has been accepted by the faculty Senate and union. Each instructional division has a process/procedure in place to collect or house syllabi from each course taught per semester [2A.3.16]. Each faculty prepares a syllabus for each course taught, and is given specific guidelines regarding the types of information that is required. All new faculty and returning faculty are given access to CurricUnet Meta with the approved course outlines for access to the most current SLOs.

Analysis and Evaluation

The College meets the standard. Evergreen Valley College has identified and regularly assesses learning outcomes for its courses, programs, certificates, and degrees, and has established minimum standards for conducting assessment activities through the use of the outcome assessment plans. SLOs have been an integral part of the course outline of record since 2004. This commitment to SLO language has continued with the recent roll out in spring 2015 of the CurricUnet Meta curriculum management system. All courses must include a syllabus which lists all SLOs for the course. Each semester faculty must assess student progress on at least one SLO per course. All faculty complete a self-evaluation on their use of SLOs. Due to this continual practice, faculty are cognizant that SLO assessment is a continuous evaluation cycle. To encourage and assist in documenting the excellent SLO assessment work being completed, the College has in place multiple training workshops each semester, as well as online assistance via email or live chat. Although faculty are aware of the importance in tracking student challenges and success, a small number struggle with completing documentation of their SLO assessment. In light of this, EVC will be implementing a new documentation procedure employing CurricUnet. Faculty are familiar with CurricUnet, as this is the program employed for all curriculum work. The SLO coordinators are working on creating additional resources for the campus with the creation of a SLO Handbook. The College is also focusing more training and SLOAC committee effort on supporting faculty in program assessment. More details noted in the Changes and Plans Arising Out of the Self-Evaluation Process.

The College's commitment to authentic assessment is denoted by its sponsorship of faculty in completing the WASC Assessment Leadership Academy (ALA). Course Outlines of Record (CORs) are a key component of the instructional process at any college. CurricUnet allows public access to CORs through the College website so that any instructor or prospective or current student can review the expectations for a given course. More details noted in the Changes and Plans Arising Out of the Self-Evaluation Process.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 2A.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

In keeping with Administrative Procedure 4222 and EVC's commitment to equity, opportunity, and social justice, the College has a robust pre-collegiate curriculum, designed to meet the needs of students who are not yet fully prepared for college level courses. The Language Arts Division offers such coursework in three areas (English, ESL, and Reading) and the Math, Science and Engineering Division offers pre-collegiate math coursework. All pre-collegiate level curricula are approved through the curriculum process for the College. Multiple levels of scrutiny ensure the quality and appropriateness of the program and curriculum.

Every student entering Evergreen Valley College is assessed, using the COMPASS exam, in English and Math. The results of the exam are used by counselors to determine the placement of the student. Due to recent anecdotal evidence, Student Services and the office of Institutional Effectiveness made efforts to evaluate the accuracy of

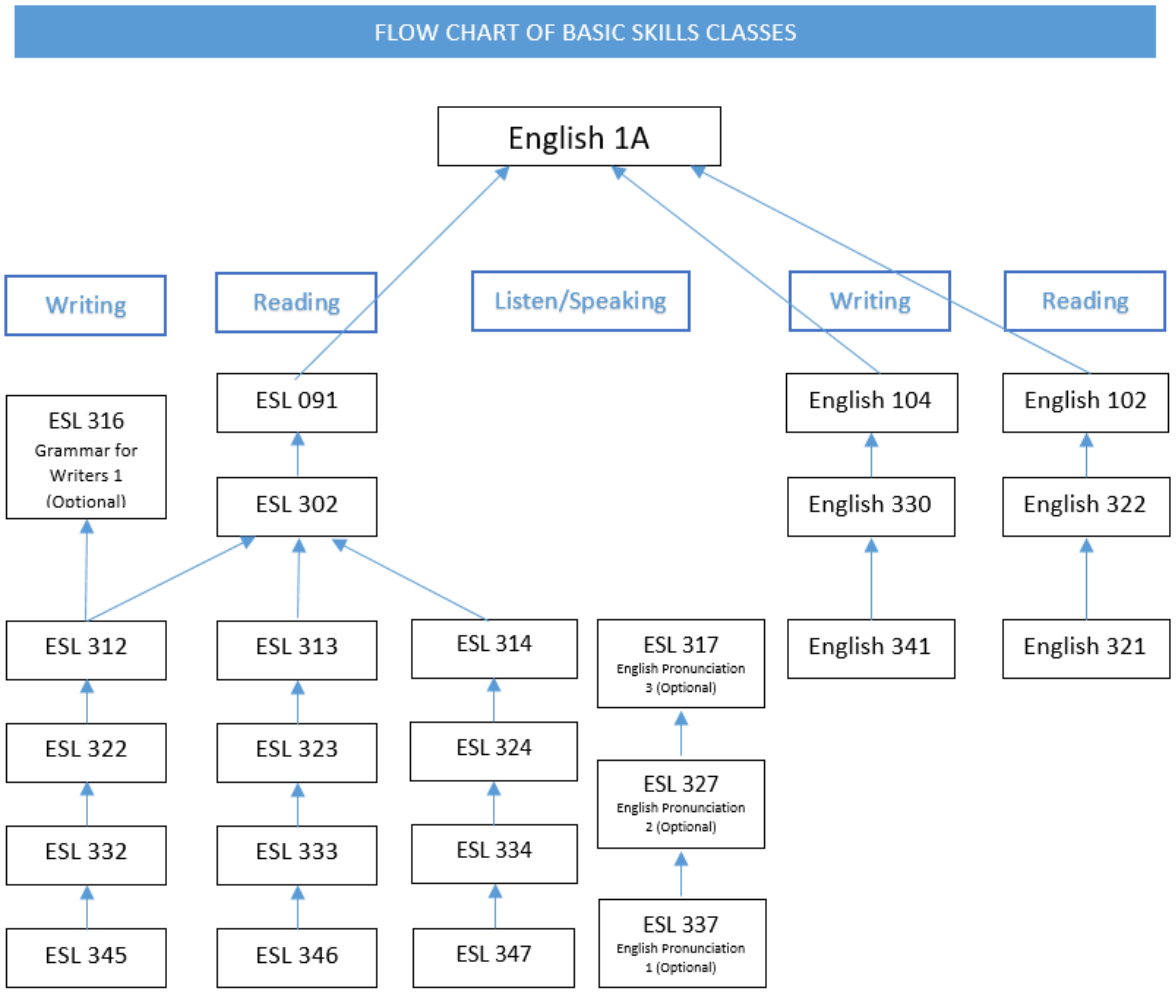
the COMPASS placement instrument currently in place. A recent study released by ACT COMPASS validated the campus's concerns, indicating consistent "under-placing" of students, sometimes by one or two levels.

As a result, ACT will be taking the COMPASS test off the market in fall 2016. As a replacement, California's Common Assessment Initiative (CAI) will complete development of its statewide online placement exams (CCCAssess), which will be available for use just as the COMPASS is discontinued—in time for spring 2017 registration. In light of the findings and to help EVC respond to the need for a more accurate assessment and placement tool, the College Council approved the formation of the Assessment Task Force (ATF) in April 2016. To improve the consistency of placement of students; the College has initiated a Multiple Measure Assessment Procedure (See Standard 2C.7).

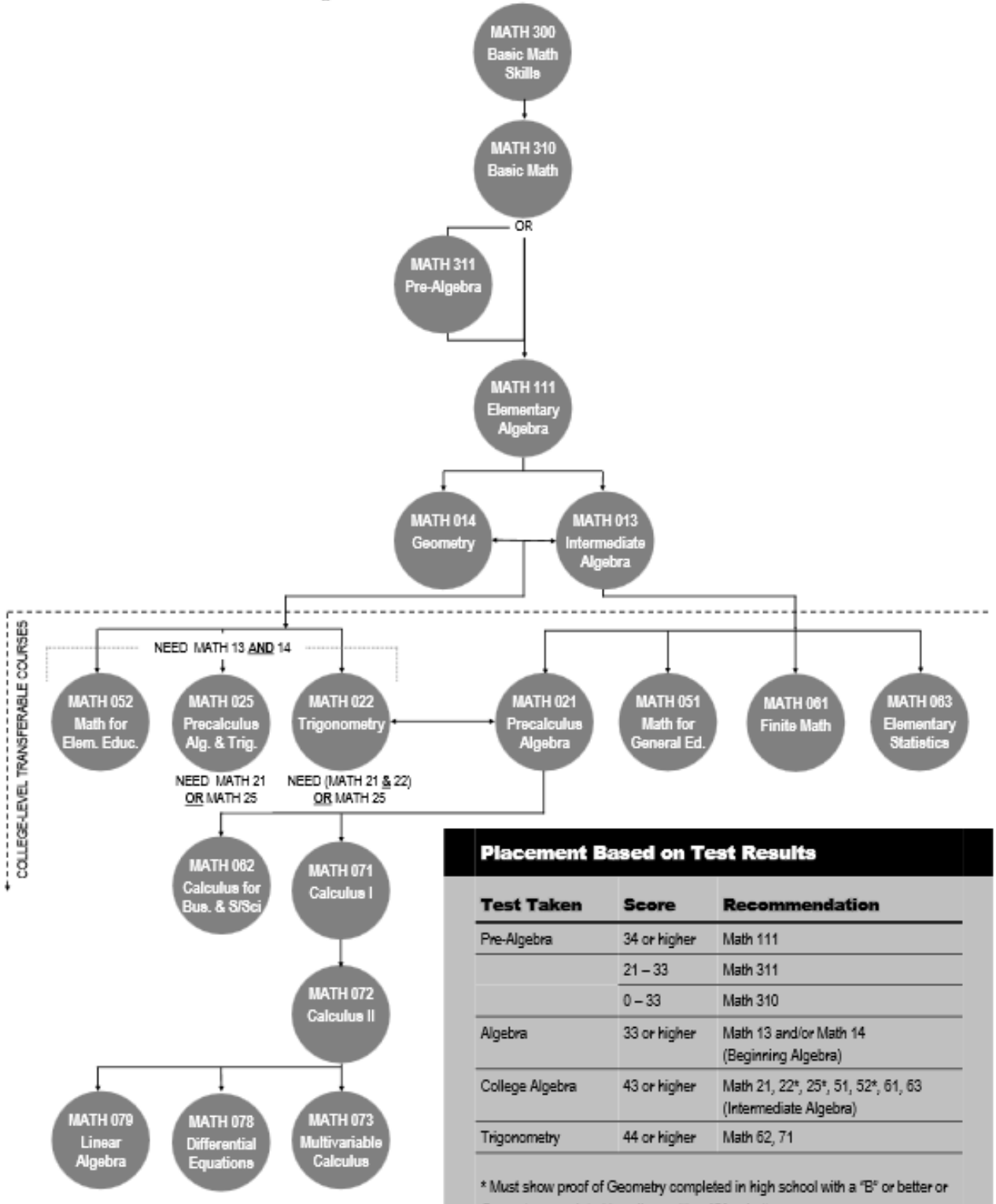
The Evergreen Valley College catalog clearly distinguishes pre-collegiate curriculum from college-level curriculum using the District's numbering system. Five-hundred level courses and three-hundred level courses are pre-collegiate, while 100-level classes are typically one level below transfer, as shown below.

Course Number	Description	Reference
1 - 99	Generally qualify for AA and AS degrees; include courses transferable to meet requirements at four-year institutions	EVC 2015-2016 catalog, p. 68
100 - 199	May also qualify for AA and AS degrees; acceptable for elective credit; may have transfer value; may meet major field requirements in particular baccalaureate programs	EVC 2015-2016 catalog, p. 69
200 - 299	No-credit courses in which no letter grade is received; may not be used to satisfy any degree requirements	EVC 2015-2016 catalog, p. 69
300 - 399	Qualifying courses to prepare for entry to basic college courses in given subject fields; may not be used to satisfy any degree or major requirements; not transferable to four-year institutions	EVC 2015-2016 catalog, p. 69
500-599	Non-credit courses in which no letter grade is received; may not be used to satisfy any degree requirements	EVC 2015-2016 catalog, p. 69

Courses in the English, ESL and Math programs are carefully sequenced and articulated. The following flow charts demonstrate the order of the classes.



Math Course Prerequisites



Placement Based on Test Results

Test Taken	Score	Recommendation
Pre-Algebra	34 or higher	Math 111
	21 – 33	Math 311
	0 – 33	Math 310
Algebra	33 or higher	Math 13 and/or Math 14 (Beginning Algebra)
College Algebra	43 or higher	Math 21, 22*, 25*, 51, 52*, 61, 63 (Intermediate Algebra)
Trigonometry	44 or higher	Math 62, 71

* Must show proof of Geometry completed in high school with a "B" or better or Geometry completed in college with a "C" or better.

Department faculty meet on a monthly basis to address curriculum issues and other concerns. ESL and Reading faculty further communicate with instructors in the English Department through Division meetings.

One way of providing access for students is through offering a comprehensive set of online courses. The decision to offer a class in Distance Education mode (DE) is a departmental decision. Often, a faculty member perceives the class as an appropriate course to be offered in DE mode and brings the suggestion to the Department. With departmental support, the faculty member proceeds to complete the DE supplemental form in the course outline, which then goes through the College's curriculum approval process. [2A.4.1; 2A.4.2; 2A.4.3] The DE supplemental form requires an additional level of scrutiny by the DE committee. All of these groups consider the extent to which the course lends itself to Distance Education. Currently, Math, English, and ESL offer a limited number of developmental classes in DE mode.

Approximately 65% of incoming students enter EVC under-prepared and assessed to take developmental/pre-college course work. As a result, 33.25% of EVC total student population takes one or more developmental courses per semester. [2A.4.6] In addition, a large percentage of the student population are English learners; approximately 12% of EVC students take ESL classes. [2A.4.4] Those who are fluent in oral English often bypass the ESL program and continue directly on to developmental English and Math. However, many English learners may need additional academic support to success in college level courses despite oral fluency.

According to EVC records, the percentage of credit students who first enrolled in a course below transfer level and successfully completed a college-level course in the same area within six years is 29% for math, 43% for English, and 26% for ESL. To facilitate student success and promote student progression, student supports are available in the form of tutoring, embedded tutoring, counseling/advising, meetings with faculty, or special programs such as Enlace (Hispanic students), Affirm (African-American students) and Aspire (Asian students). Developmental courses may be retaken up to two times. Students are provided with advising/counseling in order to determine the nature of the problem and ways to succeed.

STUDENT SUPPORT

Students receive strong support in their pre-collegiate programs. A comprehensive, face-to-face Tutoring Center, which is located in the library, provides tutoring by appointment and on a walk-in basis. Embedded tutors are provided in ESL classes [2A.4.5] where the instructor deems it beneficial. [2A.4.6] A special Math/Science Tutoring Center is located adjacent to the Math/Science classrooms. Specialized tutoring is provided by equity-based programs such as Enlace, Affirm, and Aspire. Pre-emptive tutoring, provided before students run into academic problems, is under consideration. For students who cannot access the Tutoring Center during its operating hours, asynchronous and synchronous online tutoring is provided. Students can send their work electronically to the Tutoring Center and, within three days, receive a response from a tutor with feedback and suggestions. They can also access tutor.com through the San Jose Public Library website for live one-on-one tutoring in English and Math seven days a week from 2 pm- 12 am.

In order to address academic problems early in the term, EVC instituted an Early Alert program to notify both students and appropriate counselors and support programs of the need for intervention. [2A.4.7; 2A.4.8] Special attention is given to students who are on academic probation. There are also Guidance classes in the Counseling Department to help students understand better how to manage college life. [2A.4.9]

Analysis and Evaluation

The College meets the standard. As stated in Administrative Procedure 4222, EVC maintains a substantive commitment to equity, opportunity, and social justice. The College has a robust pre-collegiate curriculum, designed to meet the needs of students who are under-prepared for college level courses. All pre-collegiate level curricula are approved through the curriculum process for the College. Multiple levels of scrutiny ensure the quality and appropriateness of the program and curriculum. Every student entering Evergreen Valley College is assessed in English and Math using the COMPASS exam. As indicated in the Changes and Plans Arising Out of the Self-Evaluation Process, the College is in the process of converting to Multiple Measures assessment. This was necessary as the current assessment methods used to place students in pre-collegiate level classes have not been accurate in predicting the appropriate level for placing students.

Support services offered to students are both robust and multifaceted. Students receive strong support in their pre-collegiate programs. A comprehensive, face-to-face Tutoring Center, located in the library, provides tutoring by appointment and on a walk-in basis. The Early Alert Program has been helpful in identifying struggling students at a point in the course when it is still possible to help the student succeed. Guidance classes could have a greater impact if the College had better mechanisms to ensure students, especially the most vulnerable, enroll and complete the classes.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 2A.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

All programs at EVC follow practices common to American higher education with regard to length, breadth, depth, rigor, course sequencing, time to completion and synthesis of learning. Evergreen Valley College requires a minimum of 18 units in a major or area of emphasis with a minimum total of 60 semester units in order to earn an associate degree. These requirements comply with Title 5 Section 55063 of the California Code of Regulations. All degrees and programs are listed in the catalog and follow standard practices for higher education.

All courses are researched and developed by faculty with a minimum of a master's degree in the content area. Transfer-level courses are designed to meet the requirements of the University of California and California State University systems. Courses are reviewed for length, breadth, depth, rigor and course sequencing by the All College Curriculum Committee (ACCC), a committee of the Academic Senate composed of faculty representatives from all of the College's instructional units, as well as representatives from Counseling, Articulation, Catalog and Scheduling and student representation when available. [2A.5.1] Courses designed for transfer must meet the requirements of four-year colleges, and are also reviewed by a transfer counselor in those systems for review. Courses that do not meet the requirements are sent back to the original developer for revisions.

Sequencing of courses within a major is determined by discipline faculty, based on their expertise and judgment of what students need to reach the required level of achievement. Synthesis of student learning is captured through program assessment and, in some CTE areas, external licensure.

The minimum degree requirements are 60 semester units or equivalent at the associate level (BP 4100.1), which includes general education and specialized courses in a major.[23,24] The particular proportions of general education and specialized courses vary according to a student's degree objective. [2A.5.2] Before graduation, the Office of Admissions and Records checks student records to ensure that 60 semester credits have been earned and specific degree requirements have been met.

Analysis and Evaluation

The College meets the standard and eligibility requirement 12. All courses at EVC follow practices common to American higher education with regard to length, breadth, depth, rigor, course sequencing, time to completion and synthesis of learning. In addition to the College's rigorous internal review system, the state's ASSIST system confirms that EVC's courses meet requirements of the CSU and UC systems for content, rigor, and unit credit. The graduation petition process, which students must initiate several months before their intended graduation date, verifies that all degree requirements have been met. All courses are researched and developed by faculty with a minimum of a master's degree in the content area. Sequencing of developmental courses is determined by discipline faculty, based on their expertise and judgment of what students need to reach the required level of achievement. The minimum degree requirements are 60 semester units or equivalent at the associate level, which includes general education and specialized courses in a major. The particular proportions of general education and specialized courses vary according to a student's degree objective [2A.5.3; 2A.5.4]. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

[23] Eligibility Requirement 12, General Education Compliant

[24] Commission Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

STANDARD 2A.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 manner in which the College schedules classes is based on data, student need, innovative practices, and proper sequencing and alignment. The College follows practices common to institutions of higher education in sequencing courses that is appropriate to meet the needs of student learners.

The District Enrollment Management Committee was formed in 2012 and manages decisions impacting scheduling through a data-driven, integrated strategy to enrollment management. This collaborative process includes administration, staff, faculty and students. The generalized set of principles includes an equitable balance of the following areas of instruction:

- Vocational needs
- Transfer needs
- Basic skill course section needs
- Prerequisite course offerings
- Noncredit needs

The scheduling process begins each summer with a review of previous enrollment data, integration of new courses into the schedule, and a holistic review of access, success and persistence, and goal attainment. The Vice President of Academic Affairs meets with area deans to discuss the development a one-year schedule. The academic deans in consultation with faculty schedule courses that allow students to meet course prerequisites and complete their program of study. Classes are scheduled in the day, afternoon, and evening hours, on Saturday, and online. [2A.6.1] [2A.6.2] Programs are designed to allow students to complete in a two-year time frame.

Data analyzed to make scheduling decisions includes previous course fill rates, wait list population, course caps, completion sequences, transfer patters, flexible (student-centered) scheduling blocks, course cancellations and the modes of instruction. This year, the College filed a successful substantive change with ACCJC to offer 50% or more courses through online modalities.

EVC schedules courses in a manner that allows students to complete certificate and degree programs within a reasonable period of time.[25] The manner in which the College schedules courses is based on data, student need, innovative practices, and proper sequencing and alignment. Several goals guide these efforts:

- To ensure students have clear, efficient pathways to guide them and course availability that affords them access to those pathways
- To ensure timely completion for students

[25] Eligibility Requirement 9, Educational Programs compliant

- To improve student success through innovative practice is at the forefront of planning efforts.

EVC is able to offer many of its classes every semester. Course rotation schedules are provided to students by the counselors and established when new students develop a comprehensive Educational Plan. This process ensures the student is aware of the course needed to complete the degree. Each approved degree also contains a major sheet that is published in Chapter 4 of the catalog. [2A.6.3]

Analysis and Evaluation

The College meets the standard. EVC schedules courses in a manner that allows students to complete certificate and degree programs within a reasonable period of time. In accordance to AP 4020, the College collaborates with departments to ensure a schedule of courses is developed for students to complete their academic program within a two-year cycle. Counselors provide course rotation schedules, which are established when new students develop a comprehensive Educational Plan. The College utilizes archival data, student enrollment trends, and program course offerings to generate an efficient and flexible schedule. The College offers courses at different times to ensure students have the opportunity to complete GE patterns and IGETC patterns. [2A.6.4]. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 2A.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

Following AP 4020, instructors at EVC use a broad range of teaching methodologies, delivery modes, and support services that reflect the diverse and changing needs of its students and promote equity in success for all. The College determines whether the needs and learning styles of students are met through assessment at the institutional, program and course levels.

On the course outline of record, faculty identify multiple methods for evaluation, including embedded questions on exams, rubrics, surveys, portfolios, lab activities, and field work. The College offers a number of training opportunities to the faculty through the Professional Development Center (PDC) and during Professional Development Days (PPD). [2A.7.1] This training is in support of instruction and associated tools. Many informational workshops are also provided during the PDDs. These training sessions are especially valuable to the new faculty and help them to get up to speed quickly. Many informational workshops are also provided during the PDDs. These training sessions are especially valuable to new faculty and help them to get up to speed quickly.

TEACHING METHODOLOGIES

Instructional methods include traditional lecture and lab activities designed to help students gain familiarity with the new concepts introduced during lectures. In the nursing program, students are provided hands-on experience in their simulation labs in addition to their practicum at the local hospitals. In chemistry classes, students are provided hands-on wet-lab opportunities in order to master the topics discussed in lectures. Emphasis on lab work has proven to be vital for students' success in chemistry classes. Incoming high school graduates are required to enroll in CHEM 015 before enrolling in CHEM 001A. This is primarily because of the Chemistry Department's emphasis in imparting hands-on lab experiences to the students in order to help them to be more successful in

CHEM 001A [2A.7.2], which helps those students who have not had proper lab opportunities in high school. Similarly, in astronomy classes students are given opportunities to work with the telescopes in the Montgomery Hill Observatory. This invaluable resource has been very effective in helping students succeed in astronomy classes. Hands-on projects in Music and Art disciplines have encouraged students to produce performances and publications. Recently there has also been interest in utilizing flipped-classroom model in order to enhance student learning during lecture sessions.

Interdisciplinary activities have also been incorporated within some programs to further improve learning. For example, the engineering and biology departments have been collaborating in laboratory projects, where femur and tibia from cadavers are tested for their tensile strength and other properties. This project introduces students to experimental methods as well as the bio-medical/bio-engineering field while enhancing learning of the subject discussed. This collaboration between engineering and biology was an intervention based on the result of assessment in one of the engineering classes. This intervention proved to be successful in encouraging students and helping them to learn the subject more effectively and also allowed for "closing the loop" in assessment. Use of interdisciplinary projects in teaching and learning was shared with the faculty of Math, Science, and Engineering during division meetings. [2A.7.2a]

DELIVERY MODE

Faculty completing the course outline of record specify the mode of delivery (lecture, lab, etc.). [2A.7.3] While faculty are developing courses, they collaborate with colleagues as well as viewing state-wide examples or samples from other colleges. By using CurricUnet as the College's curriculum management system, faculty can view any active course from any institution that utilizes CurricUnet. Once developed, the course outlines go through a series of checks and balances as well as feedback opportunities through the approval process. There are nine levels of approval, including review/approval from the division curriculum committee, the division dean, and by the All College Curriculum Committee (ACCC). [2A.7.4] Classes that are to be taught online or in hybrid format must also be approved through a supplemental form that includes discussion of teaching/learning practices, how regular effective contact hours are provided, how the online class is conducted, and methods of evaluation. [2A.7.5; 2A.7.6; 2A.7.7] Courses offered online or in hybrid format undergo additional scrutiny. The instructor must have completed an approved program in online instruction, and the proposal goes to the Instructional Committee as well as to those mentioned above. There is also required training for the faculty who are interested in teaching online classes.

The delivery mode is evaluated by students through course evaluations. The collected data are then used by the faculty to improve courses and during program review to make decisions about future offerings. Student success analysis is conducted by the deans with more frequency to determine when to offer online vs. face to face courses. Through program review, faculty can analyze student success data for courses. These data can be disaggregated to indicate success by delivery mode. When deans and faculty are making decisions regarding delivery modes, these data are reviewed and discussed.

Traditionally, evening classes are offered to help those who are working during the day, but discussion arose over providing online math classes to increase the community's access. Some online math classes were offered during intersession as well as summer to help students who are employed. The Math Department offerings via distance education have steadily increased over the last few years. Other departments have been developing and offering online classes; some classes, including biology and math courses, are also offered in hybrid form.

The EVC schedule maximizes options for students by providing daytime, evening, and Saturday classes, as well as online and hybrid courses. For example, the Surveying Department has been offering Saturday classes in order to provide access to working surveyors and the English department offers Saturday classes to help fit necessary core classes into busy schedules. Some classes are offered in the summer and during intersession.

LEARNING SUPPORT SERVICES

Campus Tutoring offers academic resources to EVC students through a variety of mediums to ensure equity in success for all students. Drop-in tutoring is provided across campus, primarily in Campus Tutoring and the Math and Science Resource Center [2A.7.8]. Students can drop in without an appointment to receive help from fellow EVC student tutors. To ensure that students can access tutoring more conveniently, drop-in tutoring services are also provided within special programs, such as ENLACE, ASPIRE, AFFIRM, and EOPS. Campus Tutoring has also collaborated with Counseling through Early Alert to assist those students most in need who have been placed on Academic Probation [2A.7.9]. Academic Probation students are contacted by Campus Tutoring and encouraged to receive tutoring for the courses in which they are struggling on a regular day and time that is convenient for their schedule. Campus Tutoring also offers conversation and grammar groups to the College's ESL students. Volunteers from the EVC community assist students with grammar, listening and speaking skills through conversation by appointment on a daily basis [2A.7.10]. By-appointment tutoring is also available in the Disability Support Program for students with special needs. Student tutors are hired through Campus Tutoring and trained by the DSP coordinator/Faculty as well as in their online tutor training course to be effective in assisting their students. In addition, online tutoring is available to those distance education students who cannot access tutoring in person [2A.7.11]. Through Tutor.com, students can access synchronous live tutors seven days a week from 2pm-12am. Asynchronous tutoring is also provided where students can email their work to a tutor for feedback and guidance. Yet another mode of tutoring used to ensure that all EVC students have equal access is embedded tutoring, where tutors are brought into the classroom to assist students in basic skills courses [2A.7.12]. Each semester, instructors may request tutors for their classrooms to assist students who may be struggling. The tutors attend classes regularly and stay in close contact with the instructor to ensure student success. Tutoring can take place during class, in a workshop setting or outside of class by appointment. Tutors can clarify concepts and assist those students who may be struggling while working closely with instructors.

EQUITY AND SUCCESS

The primary way the College supports equity in success is by building a close partnership between instruction and student support services in the form of the Student Success and Equity Committee (SSEC), formerly called Student Success (and Matriculation) Committee. Meeting bi-monthly, SSEC is a vibrant, robust workgroup that consists of three administrators, eight faculty members from four academic divisions including two counselors, classified staff and representatives from special programs, and at least one student representative. SSEC is responsible for providing advice to the Dean of Student Success on program policies, processes, and service delivery strategies to increase student success through the Student Success and Support Program (SSSP) and the Student Equity Plan (SEP). The committee also seeks out and disseminates effective, research-based practices that aim to help students identify and complete their education and career goals. This committee also provides advice support in the development and implementation of the College's Basic Skills Initiative (BSI). Three on-going projects stemmed from this workgroup that demonstrate this close relationship are the expansion of the Early Alert program, Campus Tutoring (see above), and the Textbooks on Reserve collection at EVC Library.

Early Alert

One example of this close collaboration between academic and student support services to increase success rates at the College was the campus-wide implementation of the online Early Alert system in spring 2010. Participation has grown steadily, with 90 faculty members from all four academic divisions participating in the Early Alert program in 2016. They assisted the College in identifying 1028 EVC students, roughly 10% of the student population, who were struggling in their courses for various reasons. After the Early Alert deadline at the end of week 6 of the semester, counselors, Campus Tutoring, staff from student support services and special programs followed up with these 1028 Early Alert students to provide counseling, tutoring, and workshops on study skills, note-taking strategies, test-taking skills, and time management. A program specialist from the Student Success Division visited classes that had more than four Early Alert students to inform them of the array of support services available, all dedicated to help them succeed in their coursework. After instructors post grades in early June, Early Alert team members (a sub workgroup of SSEC) meet in the third week of June to analyze data collected, evaluate the effectiveness of EVC Early Alert program, and identify areas of success and areas that need fine-tuning. On Professional Development Day in fall 2016, SSEC and Early Alert team members plan to share these findings with the College community and invite comments and feedback to improve the Early Alert program with the goal of building "a culture of Early Alert at EVC" in order to increase course persistence and success rates term-to-term.

The District's Information Technology Support Services (ITSS) played a vital role in this partnership between academic affairs and student support services by assisting the student success and equity committee (SSEC) in building the technology infrastructure for EVC instructors to quickly and seamlessly submit early alerts. Each semester, ITSS continues to be active and involved in the Early Alert program, providing data to all student support programs in Student Services and Campus Tutoring for them to provide intervention and follow-up services to Early Alert students. At the end of each semester, to close the loop and give feedback to instructors who participated in Early Alert, ITSS emails these instructors informing them of the services that were accessed by and provided to students whom they had identified as Early Alert students needing intervention.

Textbooks on Reserve

Another example of the close collaboration between instruction and student support services is the impressive expansion of the collection of required textbooks purchased by the EVC Library with the singular goal of making these textbooks accessible to all students. Students can locate and check out their course textbooks for at least two hours by clicking on the Find Textbooks link at EVC Library website. If there is more than one copy of the same title, students are permitted to check them out for up to three days. Revised and updated each semester to reflect current course offerings in Schedule of Classes, the collection of textbooks on reserve is comprehensive, ranging from Accounting to Women's Studies [2A.7.13; 2A.7.14; 2A.7.15; 2A.7.16].

The College recognizes that many of its students come from low income families, and that educational research shows that when students don't have their textbooks in the first few weeks of the semester, they are at a high risk of quickly falling behind in completing assigned readings and homework. Therefore, with EVC librarians (one of whom is an active member of SSEC) leading the project, the EVC Library now has hundreds of required textbooks for students to access any time during the semester.

Analysis and Evaluation

The College meets the standard. Following AP 4020, instructors at EVC use a broad range of teaching methodologies, delivery modes, and support services that reflect the diverse and changing needs of its students and promote equity in success for all.

On the course outline of record, faculty identify multiple methods for evaluation, including embedded questions on exams, rubrics, surveys, portfolios, lab activities, and field work. Instructional methods include traditional lecture and lab activities designed to help students gain familiarity with the new concepts introduced in during lectures. Recently, there has also been interest in utilizing flipped-classroom model in order to enhance student learning during lectures.

Faculty completing the course outline of record specify the mode of delivery (lecture, lab, etc.). While faculty are developing courses, they collaborate with colleagues as well as viewing state-wide examples or samples from other colleges. The delivery mode is evaluated by means of student course evaluations. The collected data are then used by the faculty to improve courses, and also used during Program Review to make decisions about future offerings.

Campus Tutoring services are assessed through student surveys [2A.7.17]. Students feel more competent and confident in the subjects in which they are tutored, and have found the conversation and grammar groups useful and helpful. However, wait times could be further minimized with more tutors, particularly in ESL and math. As a result of the Early Alert program, more at-risk students have utilized Campus Tutoring, but there are still many who do not attend after they are contacted by Campus Tutoring. Campus Tutoring will work more closely with EVC's Student Equity Plus office to facilitate workshops for at-risk students in an effort to encourage them to utilize tutoring. Online tutoring through Tutor.com, provided by the San Jose Public Library, has been useful but with more funding, Campus Tutoring is now looking into working with its own vendor, Net Tutor, to provide online tutoring. Embedded tutoring has also proven useful, but is currently only offered in a few Basic Skills classes with participating instructors. The goal is to increase the number of instructors using embedded tutoring, to reach as many students as possible who may require assistance. ESL students have requested more conversation volunteers to facilitate more listening and speaking groups. These are some of Campus Tutoring's goals moving forward.

The College embraces diversity in teaching and learning styles and provides training opportunities to faculty. The College provides the necessary technology in classrooms as well as laboratories to achieve the goals of courses and programs. Technology training is generally conducted through EDIT classes taught by the Educational Technology faculty [2A.7.18]. Additional training is offered at the request of faculty through surveys at the Professional Development Days.

College laboratories, such as nursing, science, and engineering, are constantly upgraded to include the latest equipment in order to provide appropriate levels of instruction and an optimal learning environment to the students. College enrollment represents the diverse population of the community, and thus the College offers a diverse curriculum to match it. The College offers both CTE and transfer programs in many relevant fields.

Analysis of the functional map with respect to the Workforce Institute indicates that the delegation of duties between District and College is more accurately that the District collaborates with and supports the WI. This technical change will be made at the next review of the functional map.

STANDARD 2A.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

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

ENGLISH DEPARTMENT

English is the only department in the College that offers a departmental exam--the final exam, which it has been using successfully for twenty-five years to assess student mastery of writing skills at the transfer and pre-transfer levels. Students in most English composition courses and the equivalent ESL classes are required to take the department-wide final exam, which counts for 20% of the final grade in their courses. The departmental final exam is given for the following courses: English 1A, English 1B, English 104/ESL 91, English 330/ESL 302. The exam is holistically graded, timed essay writing, and was designed to match both the format and the scoring criteria for exams given at San Jose State University, the most common transfer destination of EVC students.

Test Bias and Enhance Reliability

Various procedures are in place to reduce test bias and enhance reliability. Test prompts are chosen by a committee of English department faculty with the aim of presenting topics that are broadly accessible. Scoring of the exams is done by the entire department at a single time for each level of exam, and each scoring session begins with a thorough norming process to ensure consistent grading. The standards for scoring are documented on course level-specific Scoring Guides which classroom instructors use throughout the semester so that students understand exactly how their writing will be evaluated. [2A.8.1] ESL instructors are included in the scoring and evaluation process for exams that double as finals for English and ESL courses. There is language on the Scoring Guides for these courses specifying that exams should indeed be evaluated holistically, and not be excessively penalized for incorrect use of idioms, for example.[26]

Placement Testing

All students entering EVC without completed English programs are assessed and placed using the COMPASS exam. This process is conducted through the Assessment Center. Once placement is determined, counselors place the student in the proper level. Beginning in fall 2016, EVC will shift to the Common Assessment Initiative and Multiple Measures for placing students in courses for spring of 2017. [See Standard 2C.7]

If a new student feels that they have been placed at too low a level through the placement exam, they can take a "challenge test," a final exam from the level course the student would like to skip. The student must receive a

[26] Policy on Direct Assessment of Learning, Compliant

score of 8 out of 12 or better in order to be placed in the next higher level class. A student who receives a borderline passing score of 7 out of 12 or lower will be required to take the course they were hoping to bypass.

Analysis and Evaluation

The College meets the standard. English is the only department in the College that offers a departmental exam--the final exam, which it has been using successfully for twenty-five years to assess student mastery of writing skills at the transfer and pre-transfer levels. The departmental exam in English is generally quite effective in evaluating students' command of the skills taught in each English course level for which the exam is given—and, in turn, whether students are prepared to advance to the next level course. Although classroom instructors typically give students multiple opportunities to practice these skills under less stressful circumstances during the course, and may also advise students about strategies for timed writings, some students particularly struggle with writing under time constraints. Because the departmental exam is required to count for exactly 20% of students' final grades in the courses for which the exam is given, students can compensate for low test scores with strong performance on other assignments. Various procedures are in place to reduce test bias and enhance reliability. Test prompts are chosen by a committee of English department faculty with the aim of presenting topics that are broadly accessible. All students entering EVC without completed English programs are assessed and placed using the COMPASS exam.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 2A.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 awards credit based on attainment of learning outcomes. Faculty members develop course learning outcomes to articulate knowledge, skills, and abilities a student will have as a result of successfully completing a course. They are included in the course syllabi and are assessed for all courses.

The awarding of units of credit is consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. [2A.9.1, 2A.9.2] For courses that are based on clock hours, the College follows Federal standards for clock-to-credit-hour conversions. Student contact hours for a 3-unit class are 3 hours per week during a regular semester. Contact hours for a lecture class with a laboratory differ, according to state regulations:

Lecture (One semester)	1 unit = 1 contact hour per week
Lab (one semester)	1 unit = 3 contact hours per week

The College follows the federal and state guidelines in establishing course credit and contact hours. Federal guidelines identify a credit hour as equivalent to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week. According to the California Code of Regulations, one credit hour (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory activity at colleges that are semester based. As EVC's semesters last 17.5 weeks, one credit-hour of class requires a minimum of 52.5 hours (17.5 in-class hours and 35 out-of-class hours).

The graduation requirement, as set by the District board policy (BP 4100), is a minimum of 60 semester units, which includes General Education, major, and elective units. The minimum overall grade point average of 2.0 (out of 4.0) is required for completion of an Associate of Science and Associate of Arts degrees. All course work toward a degree must be completed with a grade of "C", "B", and "A", or "P". Credit by examination is allowed for some approved classes so that students with appropriate prior knowledge can pursue educational goals as quickly as possible. Course repeatability is established according to the state guidelines.[27]

Positive attendance classes follow federal guidelines. These include Individualized Instruction (II series) and non-credit classes. Faculty who oversee these classes collect attendance data and report to the College at the end of the term.

The number of credits or units per course is determined when a course proposal is created and approved by the College through the All College Curriculum Committee (ACCC). The number of units is dependent upon the expected contact hours proposed, in accordance with the material to be covered. For transfer courses, the number of units granted is dictated by articulation requirements and agreements with the transfer institutions.

In some cases, the ACCC will approve additional units for a course if the faculty/department provides justification for the increase. For example, in some CADD classes the number of contact lab hours were changed from 3 to 4 hours per week because of intensive use of computer software in the lab and the fact that students did not have this software at home, as it is very expensive. The additional hour allowed students to have more lab time with the software. Of course, the ACCC and individual departments are very conscious of the increased expense due to the increased number of units or time and try to avoid it when possible.

The unit value of each course is designed to allow for mastery of the established student learning outcomes (SLO) per course. The achievement of learning outcomes is the foundation for awarding of degrees and certificates.[28] Courses following the Transfer Model Curriculum (TMC) must meet the CI-D requirements in terms of content and number of units. In one instance, the number of units for the Math 025 course had to be increased from 5 to 6 units, since the corresponding CI-D course had 6 units. The College offers a number of guaranteed transfer degrees, i.e. AS-T and AA-T, in Math, Physics, History, and others. [2A.9.3] This increases student access to higher education beyond a two-year college degree.

[27] Eligibility Requirement 10, Academic Credit Compliant

[28] Commission Policy, Award of Credit Compliant

Analysis and Evaluation

The College meets the standard and fulfills eligibility requirement 10. Evergreen Valley College awards credit as governed by the State of California and meets generally accepted norms for the award of credit. All courses offered by the College have gone through a rigorous evaluation and meet the state requirements. All transfer courses satisfy articulation requirements with their respective transfer institutions. The College follows federal and state guidelines in establishing course credit and contact hours. Federal guidelines identify a credit hour being equivalent to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week. The graduation requirement, as set by District Board policy (BP 4100), is a minimum of 60 semester units, including General Education, major, and elective units. The minimum overall grade point average of 2.0 (out of 4.0) is required for completion of an Associate of Science and Associate of Arts degrees. The unit value of each course is designed to allow for mastery of the established student learning outcomes (SLO) per course. Courses following the Transfer Model Curriculum (TMC) must meet the CI-D requirements in terms of content and number of units.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 2A.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

Evergreen Valley College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In addition, in accepting transfer credits to fulfill degree requirements, the College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Furthermore, where patterns of student enrollment between institutions are identified, the College develops articulation agreements as appropriate to its mission.

In accordance with BP 4050, Evergreen Valley College provides clear explanations of its transfer-of-credit policies in the College Catalog.[29] Incoming students may "request that units earned at other regionally accredited collegiate institutions be reflected on their EVC transcript" [2A.10.1]. The Office of Admissions and Records receives the petitions and reviews transcripts; counselors are available to assist with the process.

[29] Commission Policy on Transfer of Credit, Compliant

When students transfer into the College, transcripts are evaluated to ensure that learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Similarly, when students are preparing to transfer from EVC to a four-year institution, courses are evaluated for equivalency. ASSIST (assist.org) is the primary tool used to determine course-to-course articulation and equivalency for California community colleges and the CSU and UC systems.

The Course Identification Numbering System (C-ID) is a statewide numbering system that identifies courses with comparable content and scope. A locally developed course with a C-ID number assures the student that any community college in the state with a similar course will accept that credit. The ADT degrees offered by EVC consist primarily of courses with C-ID numbers, further facilitating transfer to CSUs.

Transfer requirements are outlined on pages 26-28 of the EVC catalog and counselors help with the process.[30] Students transferring to the UC or CSU system are provided with extensive assistance. In 2015, the position of Transfer Counselor was reinstated, highlighting the College's commitment to providing students with the maximum support needed to make a successful transition.

Analysis and Evaluation

The College meets the standard and eligibility requirement 10. Board Policy 4050 states that Evergreen Valley College provides clear explanations of its transfer-of-credit policies in the College Catalog. In accordance with its mission, the College makes it a priority to facilitate transfer. When students transfer into Evergreen, transcripts are evaluated to ensure that learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. As stated above, students can access the college's transfer policies and procedures by referring to the college catalog. Counselors and the Office of Admissions and Records also assist in this process. EVC currently has articulated courses listed in the ASSIST database, as well as eight approved ADTs. Four additional ADTs are in process (biology, studio arts, elementary education, and music), awaiting C-ID approval of major courses.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 2A.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

Evergreen Valley College has identified five institutional general education learning outcomes. These include the knowledge, skills, and abilities with which a student is expected to leave the institution. Administration and faculty believe these institutional learning outcomes (ILO) represent a common core of outcomes for the majority of

[30] Eligibility Requirement 10, Academic Credit Compliant

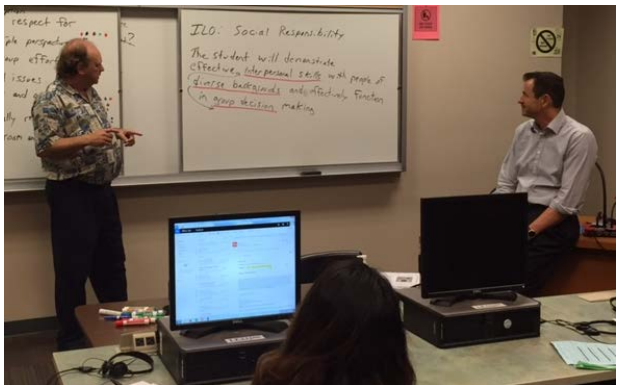
students transferring or receiving a degree. The five ILOs identified are: communication, inquiry and reasoning, information competency, social responsibility, and personal development.

All courses are required to map (or connect) each student learning outcome (SLO) to at least one ILO during the curriculum approval process. The College is adding the CurricUnet SLO Module in the fall (with a scaled roll out of the program and eventual entire campus usage by Fall 2017), which will automatically connect ILOs with SLOs.

The institution includes student learning outcomes appropriate to the program level in all of its programs. [2A.11.1] Through the curriculum process and SLO Assessment Matrices, program level outcomes are then mapped to the Institutional/GE Outcomes, including communication competency, inquiry and reasoning, information competency, social responsibility, and personal development. [2A.11.2]

The GE/ILO mapping activities affords EVC the ability to utilize a multi-pronged approach to GE/ILO Assessment. More specifically, the college leverages existing, mapped, course/program assessments to inform GE/ILO assessment. The results are documented on the ILO assessment matrix, which follows the same format as all other SLO assessment documentation. [2A.11.3]

Alongside course/program assessments, the EVC SLO committee (SLOAC) has established a goal to create grading rubrics for all identified GE/ILOs [2A.11.4]. The goal is to then begin the process of assessing student success in each ILO, leading to a campus-wide discussion of success and ways the College can improve the development of ILOs across the student population. This process began in 2015 with development of a writing rubric. The rubric was tested in a few areas and revisited in 2016 with two campus-wide forums held to discuss feedback on the rubric. [2A.11.5] A number of additional faculty used the writing rubric for Spring 2016 [2A.11.6], who will engage in further discussion in Fall 2016.



PDD ILO Session

During a spring 2016 PPD day, faculty met and created a draft for the social responsibility ILO. [2A.11.7] A follow-up meeting will be held in fall 2016 to move forward with a workable rubric. During the spring semester, a group of faculty will be asked to use the rubric. This process will be utilized until rubrics have been developed for all five ILOs. Once these rubrics have been established, the goal will be to hold campus-wide discussions every semester to assess student progress for each ILO.

In addition to GE/ILO assessment, Evergreen Valley College has a proud history of ongoing community activities which promote cultural diversity: Herstory month, ethnic-inspired cultural events, Latina heritage, Aspire, Affirm, Hunger Banquet; monthly literary series, campus art shows; service learning.[2A.11.8; 2A.11.9; 2A.11.10; 2A.11.11; 2A.11.12; 2A.11.13; 2A.11.14; 2A.11.15; 2A.11.16; 2A.11.17; 2A.11.18; 2A.11.19; 2A.11.20]

Analysis and Evaluation

The College meets the standard. Evergreen Valley College has identified five institutional general education learning outcomes. These include the knowledge, skills, and abilities a student is expected to leave the institution with. The general education/institutional learning outcomes, developed through the college's shared governance

process, were adopted in 2012. Program learning outcomes are mapped to one or more of the institutional learning outcomes, as appropriate, when a new program is created or an existing program is revised. Connecting program learning outcomes to institutional learning outcomes allows assessment at both levels. Program faculty identify the specific course or courses in which each program learning outcome is addressed; they are then responsible for assessing those program learning outcomes using the matrix. Using the written communication rubric as a model, EVC has a goal to create a rubric for all the remaining GE/ILOs based on campus-wide discussions; to utilize those rubrics; and to discuss the findings based on student performance as measured by each GE/ILO rubric. From these discussions, the campus can acknowledge areas of success along with areas requiring improvement, in terms of overall development for all students across the five identified ILOs. In addition to GE/ILO assessment, the College has a proud history of ongoing community activities which promote cultural diversity. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

In order to continue the College's progress in Program SLO and GE/ILO assessment, the College recognizes the need for ongoing dialogue. As such, through the College's Communication action plan, "Increase Frequency and Quality of Dialogue" will be an area of focus. (See QFE Action Project 2: Communication)

STANDARD 2A.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 College's Institutional Level Outcomes (communication, inquiry and reasoning, information competency, social responsibility, and personal development) are clearly replicated in its general education patterns and ensure that students who are awarded degrees at the College have received the vital preparation to become principled and holistic individuals. SJECCD board policy 4025 band administrative procedures 4025 reflect what constitutes general education and inform the development of programs by faculty.

Degree programs at Evergreen Valley College require students to complete a general education (GE) component designed to ensure that students leave the College with knowledge, skills, and abilities foundational for all fields of study. The areas of focus for general education include communication and critical thinking, scientific inquiry and quantitative reasoning, arts and humanities, social and behavior sciences, lifelong learning and self-development. The courses in these areas were selected to reflect both the academic expectations of four-year colleges in the state and the philosophy and mission of the College. Each degree at EVC contains this general education segment as well as the in-depth knowledge appropriate to particular majors. [2A.12.1; 2A.12.2] The College catalog describes all degree programs available to students attending Evergreen Valley College. Each

program includes areas of study that inform and are informed by the College's philosophy of what constitutes general education.[31]

GE REQUIREMENTS, INSTITUTIONAL LEARNING OUTCOMES, AND THE COLLEGE MISSION

Completion of the GE requirements ensures that the ILOs are met in the areas of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The ILOs were purposely linked to the five GE areas and the courses that meet the expectations of each requirement [2A.12.3].

The EVC mission statement appears on p. 1 in the *EVC College Catalog* and is available on the College website. [2A.12.4] One critical component of EVC's mission [2A.12.5] is providing opportunities for students to earn associate degrees (AA, AS, AD-T). Offering GE courses helps EVC meet its mission while simultaneously ensuring its students achieve their educational goals.

As stated above, EVC's GE requirements are intended for students pursuing associate degrees. The general education requirements for the California State University and University of California systems are similar but may include different courses. [2A.12.6; 2A.12.7] Students interested in transferring to a four-year institution are encouraged to develop an Educational Plan in consultation with a counselor to map out the courses needed for successful transfer. [2A.12.8]

EVC's GE requirements may be met with credit earned for scores of 3 or higher on College Entrance Examination Board (CEEB) Advanced Placement Tests. [2A.12.9; 2A.12.10]

Analysis and Evaluation

The College meets the standard and eligibility requirement 12. The College's philosophy about general education takes into consideration the broad mission of California community colleges and the philosophy of the California Board of Governors. The GE requirements and options for fulfilling them are stated in the college catalog (print and online versions) [2A.12.11]. In developing Educational Plans, counselors ensure that students are both informed of and meeting their GE requirements. A final check is made when a student petitions for graduation. Degree programs at the College require students to complete a general education (GE) component designed to ensure that students leave the College with knowledge, skills, and abilities foundational for all fields of study. EVC's GE requirements may be met with credit earned for scores of 3 or higher on College Entrance Examination Board (CEEB) Advanced Placement Tests. Completion of the GE requirements ensures that the ILOs are met in the areas of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

As noted in the Changes and Plans Arising Out of the Self-Evaluation Process, the College is also committed to creating campus rubric to assess GE/ILOs. In order to continue the College's progress in Program SLO and GE/ILO assessment, the College recognizes the need for ongoing dialogue. As such, through the College's Communication

[31] Eligibility Requirement 12, General Education Compliant

action plan, "Increase Frequency and Quality of Dialogue" will be an area of focus. (See QFE Action Project 2: Communication)

STANDARD 2A.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

At Evergreen Valley College, all degree programs include a specialized area of inquiry and programs adhere to Title V regulations, with a minimum of 60 units, including a minimum of 18 units in a focused area of study. Each degree is described in Chapter 4 of the catalog with a list of required courses [2A.13.1].

Based on the College's philosophy on programs and certificates, degree programs include both general education requirements and an area of specialization. (BP 4020 and AP 4020) Students can either earn an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree, dependent on the selected major area. Degrees offered in technical education (CTE) are structured to best assist students transition into the workplace. The College also offers a total of 22 certificates of specialization or achievement in areas such as CADD, Automotive, Law Enforcement, Medical Assistance, and Translation and Interpretation, which offer an opportunity for employment upon completion. To date the College has developed and offered 25 A.A./A.S. degrees, with 8 Associate Degrees for Transfer (ADT or AA/AS-T) (2A.13.2). The College has established a goal of increasing the number of transfer degrees offered.

As part of the SLO process, programs are required to align courses with program-level student learning outcomes (PLO) that demonstrate levels of competency students will attain. As an example, the Psychology Program PLO matrix includes each program SLO, a statement as to which SLO maps to what ILO, and a list of required courses within the program. In addition, each program SLO is mapped to one or many courses within the program. Each of the mapped SLOs is keyed to an expected level of competency (I = introduce, D = develop and demonstrate, and M = master and measure). [2A.13.2]. The curriculum review process ensures that these programs contain the appropriate level of rigor to prepare students for successful transfer and/or opportunity for employment. [2A.13.3]

Analysis and Evaluation

The College meets the standard. Based on the College's philosophy on programs and certificates, degree programs include both general education requirements and an area of specialization. Students can earn an ADT degree, AA/AS degree, CTE degree, or earn a certificate of achievement. All degrees include focused study in an area of inquiry or interdisciplinary core aligned with important theories and practices within the field of study. All degrees have program level outcomes that are listed as part of the program description in the College catalog and on the College web site. As part of the SLO process, programs are required to align courses with program level student learning outcomes (PLO) that demonstrate levels of competency students will attain. Program learning outcomes are utilized in the development and revision of degree offerings; they also assist in the proper placement and identification of contents in the core courses within the programs. All courses included in the degree are appropriate to the discipline, degree level, and common standards of higher education. The curriculum review

process ensures that these programs contain the appropriate level of rigor to prepare students for successful transfer and/or opportunity for employment.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 2A.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

Graduates with a degree or certificate from an EVC CTE program demonstrate technical and professional competencies that meet employment standards and other applicable standards. More importantly, an EVC graduate is prepared to pass external licensure and certification for gainful employment. [2A.14.1]

The College closely follows Administrative Procedure 4102: "EVC graduates who complete career-technical education (CTE) certificates and degree programs demonstrate technical and professional skills and knowledge that meet employment demands and standards, and are rigorously prepared for external licensure and certification."

EVC takes great pride in close collaborations with industry and professional organizations to ensure that its nineteen CTE programs, including automotive technology, nursing and allied health, and paralegal studies, meet employer needs. [2A.14.2] The College does this in three ways: creating, revising, and updating curriculum; assessing student learning; and preparing students for passing license and board examinations.

CREATING AND UPDATING CURRICULUM

Three forces drive the need to create or revise curriculum: the statutory requirement for biannual review of existing course and program content, regulatory requirements, and emerging industry demands based on input from advisory boards and other information from the field. (Title V)

For example, in the automotive technology program, Honda Corporation reviews course outlines, identifies learning outcomes, and provides instructional modules that include necessary vocabulary, diagnostic and repair procedures, and certification requirements. The PACT program and Honda/Acura training courses are nationally recognized academic programs and are certified by CASE (Continuing Automotive Service Education), which is licensed by the ASE board as a certified automotive education program.

In the allied health fields, the nursing program incorporates the competencies of Quality and Safety Education for Nurses (QSEN) into the development of pedagogical and methodological classroom practices. The EVC RN program is accredited by: Accreditation Commission for Education in Nursing (ACEN), and the Department of Consumer Affairs Board of Registered Nursing (BRN). [2A.14.3]

TITLE V

At EVC, the Academic Senate delegates responsibility to oversee the curriculum approval process to the College's curriculum committee. New and revised courses and programs are vetted by the College's rigorous curriculum review process and approved by the curriculum committee. Once approved, the programs and courses are ratified by the College's Academic Senate and forwarded to the president for Board approval. The College then submits the CTE curriculum to the California Community College Chancellor's Office (CCCCO) for final approval and inventory.

LEARNING OUTCOMES

All career and technical courses and programs have learning outcomes that identify specific competencies, knowledge and abilities relevant to the field. Where appropriate, the course and learning outcomes are mapped to the larger institutional/general education outcomes.

Regulatory requirements and emerging industry trends drive the review and refinement of learning outcomes. Dialogue on assessment findings result in pedagogical improvements, programmatic changes, curriculum refinements, and inform resource allocations to close learning gaps. For example, in the registered nursing program, faculty used licensure pass rates, attrition rates, and external exam results to refine entrance requirements and the expectations for minimum successful course completion.

LICENSURE AND CERTIFICATION

There are four credential and degree programs that qualify graduates for licensure or certification: registered nursing, nursing assistant/home health aide, paralegal , and the Honda NATAF.

As part of the evaluation of meeting the College's mission, each of the programs that qualifies students for licensure and certification has set minimum levels of performance reported under the institution-set standards portion of the ACCJC Annual Report. [2A.14.4] Faculty-set standards are appropriate for assessing achievement of the institutional mission, for determining actions of improvement, and for analyzing institutional results in the context of higher education as are reflected in the degree/certificate web sites. (See Standard 1B.3; Compliance with Eligibility Requirements 1-5 11, 12; Compliance with Commission Policies)

For most programs (e.g. Nursing and Automotive Technology), curriculum is regularly reviewed by the appropriate national professional organizations and licensing boards; industry leaders and EVC faculty or administrators sit together on appropriate advisory boards.

Even where there is no single industry with which to interact, programs reach out to the public and private sectors. Translation and Interpreting, for example, has developed a relationship with the local courts through volunteer opportunities. This program is currently in the process of developing a field-based service learning option for its students to gain more hands-on experience.

Analysis and Evaluation

The College meets the standard. Graduates of the College's certificates and programs meet industry standards, perform well on licensure exams, and earn better wages. All EVC programs have student learning outcomes, advisory committees, and regularly review labor market needs assessment information.

All career and technical courses and programs have learning outcomes that identify specific competencies, knowledge and abilities relevant to the field. In addition, where appropriate, the course and learning outcomes are mapped to the larger institutional/general education outcomes.

Each EVC program that qualifies students for licensure and certification have set minimum levels of performance. The standards for performance are set by faculty and are specific to achieving the mission, actions for improvement, and analyzing institutional results in the context of higher education.

EVC is committed to continued student success in marketable fields such as STEM. Recently, the District was awarded one of ten regional grants from CCPT (California Career Pathway Trust). [2A.14.4]. Of those EVC students in 2010 who entered a degree, certificate, or degree transfer program, 79% of college prepared students, 39% of unprepared students, and 51% overall across all categories completed a degree, certificate, or transfer related outcome within six years (see 2A.14.1).

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 2A.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

Per AP 4021, when programs are eliminated or program requirements undergo significant change, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. [2A.15.1]

Elimination of programs may occur at the state level. Once granted, an approval is in effect until the program or implementation of the program is discontinued or modified in any substantial way. The (state) Chancellor may evaluate an educational program after its approval. After such an evaluation, the Chancellor may determine that an educational program should no longer be offered and terminate the approval, setting the effective date of termination. At the local level, changes to programs or deletions of programs are approved by the Academic Senate of the College and sent to the governing board for official action. [2A.15.2]

Discipline faculty may sometimes determine that revision of a given course or series of courses would be so substantial that the course(s) will effectively be new course(s) to replace existing course(s). At that point it is necessary to inform the students of the coming change and delay the implementation of the new course(s) until the students following the original course of study have completed the courses required to obtain their educational goals.

Analysis and Evaluation

The College meets the standard. The College has an established process for discontinuing programs, which it adheres to. Per AP 4021, when programs are eliminated or program requirements undergo significant change, the College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with minimal disruption. Changes to or deletions of programs are approved by the Academic Senate of

the College and sent to the governing board for official action. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 2A.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

As described in Standard 2A.2, the College employs several processes to ensure that its instructional programs are evaluated and updated on a regular basis. These processes include program review, faculty evaluations, student learning outcomes assessment, regular curriculum revision, professional development, and advisory committees for career programs. Faculty and their programs are expected to make regular submissions or updates in each of these areas, so that changes identified by the assessments can be implemented to ensure curriculum remains up to date.

CURRICULUM REVISION, ADVISORY COMMITTEES, AND PROFESSIONAL DEVELOPMENT

All courses are revised on a routine basis to ensure their curriculum meets standards set by the state and the College. This regular revision provides faculty members with an opportunity to focus on the course content and verify its currency. Career and technical programs make frequent use of their advisory committees, which provide industry perspective and feedback on course content. All faculty engage in professional development, and many are active in their respective fields of expertise. As a result, regular curriculum revisions help ensure that the College's courses remain up to date. Per Board Policy 4020, the Academic Senate has rights in the area of curriculum development, which is overseen by the College Curriculum Committee, a unit of the College's Academic Senate.

PROGRAM REVIEW

Program Review is the heart of the evaluation process for instructional programs. All instructional programs are required to submit regular program reviews on a six-year cycle (every two years for career programs), providing a snapshot of their programs and explaining how they help the College fulfill its mission and goals. [2A.16.1] Workshops and training sessions are provided to faculty who are scheduled to produce a program review. In each program review, the program must describe how it is meeting its goals, what it has learned through SLO assessments, what its future plans are for improving the program, and what additional resources it may require to fund any required improvements. Program review then takes on a central role in the College's process of budget planning and resource allocation.

SLO ASSESSMENT

Assessment of learning outcomes is another mechanism for evaluating instructional quality and currency. Student outcomes at the college, program, and course level are created and regularly assessed. [2A.16.2] Their assessment matrices are then published online so that they are available to the entire college community. Workshops and

training sessions are provided to faculty who are conducting SLO assessments. [2A.16.3; 2A.16.4] In program reviews, each instructional area must report on its SLO assessment, explaining what tools were used and what lessons they learned from the assessments. If the evaluations show that there are areas for improvement, the area faculty members can implement appropriate changes. In this way, SLO assessment has become a very important tool for ongoing institutional quality assurance and improvement.

EVALUATION OF COMMUNITY EDUCATION

The Workforce Institute (WI) is an enterprise business unit of the San Jose Evergreen Community College District. All community education and continuing education is offered by the WI through fee-based trainings.

Historically, non-credit course offerings have been limited to individualized tutoring. During the 2015-2016 academic year the College, in collaboration with the Workforce Institute and the South Bay Consortium for Adult Education (SBCAE), started developing non-credit courses. As part of this effort, eight non-credit courses, four in Engineering and four in Surveying/Geomatics have been created and approved by the District as well as the state. The first of these classes, Engr. 500: "Introduction to Engineering" is scheduled to start in June 13, 2016 [2A.16.5]. These non-credit courses are intended to increase access to STEM education. Several other disciplines, such as Automotive Technology, are also in the process of creating non-credit courses. These non-credit courses are free-to-enroll and positive-attendance in nature. It is hoped that after completing these classes, students will pursue a program of study in one of these disciplines. Currently, the enrollment for these non-credit classes are to be provided through the adult education programs from local areas. Non-credit courses receive the same level of scrutiny as other courses in the College during course approval and identification of appropriate SLOs.

Analysis and Evaluation

The College meets the standard. It has well-established processes in place to ensure that programs are regularly evaluated to support effectiveness and student achievement. These include regular program review, curriculum revision, and SLO assessment, as well as the use of professional development and advisory committees for CTE programs. These mechanisms provide opportunities for evaluation and for ongoing institutional improvement.

All courses are revised on a routine basis to ensure their curriculum meets standards set by the state and the College. This regular revision provides faculty members with an opportunity to focus on the course content and verify its currency. Program review is the heart of the evaluation process for instructional programs. All instructional programs are required to submit regular program reviews on a six-year cycle (every two years for career programs), providing a snapshot of their programs and explaining how they help the College fulfill its mission and goals. Assessment of learning outcomes is another mechanism for evaluating instructional quality and currency. Student Outcomes at the college, program, and course level are created and regularly assessed. The Workforce Institute (WI) is an enterprise business unit of the San Jose Evergreen Community College District. All community education and continuing education is offered by the WI through fee-based trainings.

Analysis of the functional map with respect to the Workforce Institute indicates that the delegation of duties between the District and the College is more accurately that the District collaborates and supports the WI. This technical change will be made at the next review of the functional map.

CHANGES AND PLANS ARISING FROM THE SELF-EVALUATION

- Adopt SLO Assessment reporting through CurricUnet- 2A.3
- Increase SLO resources by creating a SLO Handbook-2A.3
- Increase instructional program outcome assessment – 2A.3
- Conduct review of the definition of an instructional program to include in program assessment-2A.3

EVIDENCE LIST

2A.1.1 SLO on course of record
2A.1.2 Course syllabus
2A.1.3 SLO blank matrix
2A.1.4 Faculty contract, pg 157, Screen Shot
2A.1.5 CurricUnet steps to modify a course
2A.1.6 CurricUnet course template
2A.1.7 Distance Ed CurricUnet manual
2A.1.8 Course level curriculum state SLOs
2A.1.9 CurricUnet levels of approval
2A.1.10 EVC Educational Master Plan
2A.1.11 EVC Scorecard
2A.1.12 Program matrix template
2A.1.13 Astronomy program matrix
2A.1.14 Written Communication Rubric
2A.1.15 Communication ILO matrix
2A.1.16 Program Review Criteria
2A.1.17 PR RA- deans 2015
2A.1.18 Link to EVC Summer Distance Education course schedule
2A.1.19 Distance Education Handbook
2A.1.20 Email about Distance Education Training
2A.1.21 Senate minutes on Online proctor center
2A.1.22 Online proctored exam request form
2A.2.1 CurricUnet course outline of record, screen shot
2A.2.2 Developmental psychology course outline of record, screen shot
2A.2.3 CurricUnet approval page, screen shot
2A.2.4 Minutes from ACCC meeting (see section G)
2A.2.5 part one of ACCC online course approval, screen shot
2A.2.6 part two of ACCC online course approval, screen shot
2A.2.7 Email announcing Online teacher training
2A.2.8 Distance Education committee charge
2A.2.9 Email announcing SLO workshops
2A.2.10 Math and Science Division agenda to discuss SLOs (see item #7)
2A.2.11 Language Arts Division meeting agenda to discuss SLOs (see item #6)
2A.2.12 Business Division meeting agenda to discuss SLOs
2A.2.13 PDD with SLO presentation
2A.2.14 Program review criteria
2A.2.15 Engineering program review
2A.2.16 Faculty contract, post evaluation conference, screen shot
2A.2.17 Faculty contract, 22.7.6 dealing with Summary Evaluation Report, screen shot
2A.2.18 Faculty contract, growth and development plan, screen shot

2A.3.1 Standards for SLO assessment
2A.3.2 Faculty contract on evaluation, screen shot
2A.3.3 SSHAPE and business division meeting agenda
2A.3.4 SLOAC meeting minutes, Feb 2016
2A.3.5 Senate minutes, Feb 2016 announcing SLOAC, screen shot
2A.3.6 Math 063 SLO matrix
2A.3.7 Email announcing SLO workshop
2A.3.8 EVC Annual Report
2A.3.9 Accounting program matrix
2A.3.10 written communication ILO rubric
2A.3.11 Power point for Instructional Leadership and Assessment Retreat
2A.3.12 Power point for Leadership and Assessment, student affairs
2A.3.13 Final project, Lynette Apen, Leadership and Assessment retreat
2A.3.14 Pg 69 from EVC Catalog
2A.3.15 SLO minimum requirements
2A.3.16 Example of Math and Science syllabus collection
2A.4.1 Distance Course CurricUnet form
2A.4.2 Distance Course forms, CurricUnet,
2A.4.3 Distance Course forms, CurricUnet
2A.4.4 Percentage students tested into ENGL
2A.4.5 Conversational groups announcement
2A.4.6 Tutoring summer schedule
2A.4.7 Early alert FAQ for faculty
2A.4.8 Early alert FAQ for students
2A.4.9 Fall 2016 Guidance Class offerings
2A.5.1 ACCC membership
2A.5.2 EVC catalog, chapter 3
2A.5.3 EVC catalog pg 24
2A.5.4 EVC catalog pg 25
2A.6.1 Copy of Spring 2016 section roster
2A.6.2 Deans meeting notes on enrollment management discussion
2A.6.3 Chapter 4 EVC Catalog
2A.6.4 Summer-Fall 2016 Production Timeline
2A.7.1 PDDay flyer
2A.7.2 CHEM 001A syllabus
2A.7.2a bio/engineering multidisciplinary presentation
2A.7.3 CurricUnet approval levels
2A.7.4 Engineering course outline
2A.7.5 Distance Education CurricUnet forms
2A.7.6. Distance Education CurricUnet forms
2A.7.7 Distance Education CurricUnet forms
2A.7.8 Tutoring flyer
2A.7.9 Early Alert email
2A.7.10 Conversation groups announcement
2A.7.11 Online tutoring options announcement
2A.7.12 Supplemental instruction information
2A.7.13 Library textbooks on reserve announcement
2A.7.14 Textbook balance report
2A.7.15 Library textbook report

2A.7.16 Library textbook summary report
2A.7.17 Tutoring students survey results
2A.7.18 EDIT 10 course description, screen shot
2A.8.1 English 1A Scoring Rubric
2A.9.1 BP 4020
2A.9.2 BP 4100
2A.9.3 List of EVC degrees and certificates
2A.10.1 EVC catalog pg 12, screen shot
2A.11.1 Psychology degree matrix
2A.11.2 GE/ILOs Defined
2A.11.3 EVC written communication ILO matrix
2A.11.4 EVC ILO assessment plan
2A.11.5 Email about ILO workshop
2A.11.6 Writing ILO rubric
2A.11.7 Social responsibly rubric, draft
2A.12.1 EVC catalog pg 24
2A.12.2 EVC catalog pg 25
2A.12.3 ILO - GE mapping
2A.12.4 EVC catalog, pg 1,
2A.12.5 Link to mission statement on EVC web site
2A.12.6 EVC catalog, pg. 25,
2A.12.7 EVC catalog, pg. 27,
2A.12.8 EVC catalog, pg. 28
2A.12.9 EVC catalog, pg. 31,
2A.12.10 EVC catalog, pg. 32,
2A.12.11 ILO GE Mapping
2A.13.1 EVC catalog, chapter 4
2A.13.2 Psychology program matrix
2A.13.3 ACCC minutes
2A.14.1 District annual report 2015
2A.14.2 List of degrees and certificates
2A.14.3 Nursing program matrix
2A.14.4 ACCJC Annual Report
2A.15.1 AP 4021: Program Viability Review
2A.15.2 BP 4020: Program Viability Review
2A.16.1 Program review criteria
2A.16.2 Standards for SLO assessment
2A.16.3 PDD flyer
2A.16.4 Email on SLO workshops
2A.16.5 Engineering summer program flyer

2B LIBRARY AND LEARNING SUPPORT SERVICES

STANDARD 2B.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

LIBRARY

Following Board Policy 4040, the Evergreen Valley College Library serves a fundamental role on campus in providing student support for student learning and success. [2B.1.1] As indicated by the EVC Library Mission Statement: [2B.1.2]

> *Evergreen Valley College Library supports the instructional philosophy and programs of the College. The Library supports the learning needs of a diverse student population, the instructional needs of the faculty, and the information needs of the community. To provide these support services, the Library gives access to recorded knowledge, information and data, and provides training and assistance in the use of recorded knowledge and information. Library faculty teach information competency/literacy skills, which include the ability to access, retrieve, analyze, evaluate and apply information, and document sources. These skills, essential to lifelong learning, are an investment in student success when transferring to a 4-year college or university or moving into the workplace.*

EVC Library is open Monday through Thursday 8 a.m. to 8 p.m., Friday 9 a.m. to 3 p.m., and Saturday 10 a.m. to 2 p.m., for a total of 58 hours per week during the fall and spring semesters. During winter and summer intersessions, the Library is open Monday through Thursday (hours vary). Hours are posted outside the Library and on the EVC Library website. [2B.1.3] Library assistance is available in person, by phone, and by email when the Library is open; contact information is noted on the Library website. The EVC Library staff consists of three full-time librarians, three adjunct librarians (who cover a total amount of 12 hours per week at the reference desk), and six classified staff members. The Dean of Language Arts and Library & Learning Resource Center oversees the Library department. [2B.1.4]

EVC Library is located on the third floor of the Library/Educational Technology Center Building. This 26,000 square-foot facility with a seating capacity of approximately 300 provides variety of space for individual or group learning experiences including an open reading room, individual study carrels, group study rooms, and DVD/VHS viewing stations. As many as 3,400 students visited the Library weekly in 2015-16, a slight increase from 2014-15 [2B.1.5].

The Circulation Desk and Reference Desk staff are available at all times the Library is open. The Reference Desk librarians may be contacted in person, by phone and email. A free web based chat service has been added to the reference computer, providing a source for students to get quick answers for simple questions during Library hours. This service may be accessed through the "Contact Us" section of the Library website. The EVC Library website makes it possible for all students on campus and off campus to access information regarding Library services and resources. This includes access to the catalog, databases, research guides, and latest updates. The website is updated via SharePoint by the full-time Librarians and a Library Technician when additions or changes in services and resources occur. SharePoint allows for Library staff to make the necessary changes at any point in time without having to forward all information to the campus Web Technician.

Distance Education students have direct access to the Library website and databases. The catalog is online at www.evc.edu/library. Students can use the system to search for materials owned by both EVC and SJCC and can request delivery of materials from San Jose City College and have them sent to EVC within three working days. In addition, all EVC students, including in-house Library users, have access to over 8,810 electronic books and to thousands of full-text articles from reference encyclopedias, journals, magazines, and newspapers via the databases EVC Library subscribes. To facilitate remote use of the Library's databases, the Library implements and maintains a proxy to authenticate students [2B.1.6]. In order to access the databases remotely, students are required to enter their name and student ID number. A link to the Library website is also made available on the campus' learning management system, which is used for distance education classes [2B.1.8]. A Library research guide, created by librarians, is also available for Distance Education students to learn about Library services and resources and provide instructional information on conducting college level research [2B.1.7]. To improve awareness and increase accessibility to the library's resources, the Libguide for Distance Education Students has been included in the main menu of all Canvas Course pages, which is EVC's new Learning Management System that is being piloted in Summer 2016. [2B.1.8]

Library Collections

The Library materials collection supports the educational needs of students in order to achieve academic success. The Library collection includes approximately 58,567 volumes, 48 print periodical subscriptions, 2,961 visual recordings, and 767 sound recordings [2B.1.9]. In addition to the EVC Library collection, students can request books from San Jose City College (SJCC) or request an InterLibrary Loan [2B.1.10]. Funding from Title V, Student Success and Student Equity grants have made it possible for the Library to add more breadth and depth to the collection [2B.1.11]. Since 2013, approximately 2,500 print materials have been added to the collection [2B.1.12], and the numbers are expected to grow in the upcoming academic year.

Online resources provided by the Library include 8,810 electronic books and more than 40 periodical and reference online databases [2B.1.13]. Two departments at EVC, Business & Workforce and Nursing & Allied Health Divisions, funded one database each specific to the needs of these divisions. The online resources can be accessed

by students on and off campus through the Library's website. Funding for additional databases and eBooks were made possible by a Title V grant and Student Equity/Student Success Funds [2B.1.14; 2B.1.15]. Future data will show a positive impact on student access and growth in the eBook collection.

The librarians select both print and electronic material. Librarians acquire resources based on faculty recommendations, student need based on assignments, and book reviews. In addition, a librarian serves on the College Curriculum Committee and all three full-time librarians review course outlines for new and revised courses via CurricUnet. [2B.1.16] The three full-time librarians also serve as liaisons to assigned academic divisions to support faculty and student research and instruction needs and to assist in building collections to support the curriculum [2B.1.17].

The Library maintains a collection of course reserves including course textbooks and supplementary learning materials. Faculty provide a copy of the textbook to the Library and decide the amount of time a student can check out [2B.1.18]. In fall 2015 and spring 2016, the Library received funding from the Student Success and Student Equity programs and increased the textbook reserves collection by over 50% [2B.1.19; 2B.1.20]. Students are required to present their student ID when requesting materials on reserve.

Computer Laboratories & Learning Technology

The Library computer lab (Electronic Research Area) has 35 computers, 1 scanner, a projector and a document reader. Instructional Library sessions take place in the lab and when not in use for instructional sessions, the lab serves as an open computer lab for students.

The Library has approximately 80 computers for student use:

35	Computer Lab Classroom for Information Competency sessions and Open Research
5	Reference Area Online Catalogs
19	Library/Reading Area workstations
2	Art Department workstations in the Library Reading Area
6	Study Room workstations
2	Quick Print workstations
10	Laptops for in-Library use only for students
1	Instructional Computer in the Electronic Research Area

In addition, there are 10 Laptops available for staff/faculty use. Most computers are installed with Microsoft Office 2013 suite and all provide full Internet access. Web browsers (Internet Explorer, Firefox, and Chrome) are maintained with plugins and java updates which support online course content such as OWL Cengage (Online Web Learning) for hybrid classes upon student request. Both wired and wireless networks for Internet connection are available throughout the building. Network cables are available for checkout at the Circulation Desk. Other equipment in the Library are two color copier/printer machines, and a value loading machine to add value on the student ID which is also used as a print card.

The Library works collaboratively with the Disabled Students Program on campus to ensure that students with disabilities have access to assistive technology in the Library, including a dedicated DSP room equipped with two computers with Kurzweil, Dragon Naturally Speaking, ZoomText, and JAWS. Adaptive hardware includes lift tables, trackball mice, and flatbed scanners [2B.1.21]. The Library has one closed circuit television for magnifying and

projecting print onto a video monitor as well as creating visual contrast for the visually impaired. All videos and DVDs in the collection are closed-captioned.

Ongoing Instruction

Librarians conduct instructional sessions to teach information literacy skills in the Library's Electronic Research Area (computer lab/classroom). Approximately 60 instructional sessions [2B.1.22] are conducted each semester, focusing on various topics that include the following: determining the type and extent of information needed; accessing needed information effectively and efficiently; evaluating information and its sources critically; using information effectively to accomplish a specific purpose; and understanding the ethical issues surrounding the use of information. The instructional sessions are promoted at the beginning of the semester and are scheduled at the request of the instructor.

Individual instruction is available for students in-person at the reference desk, as well as by phone, email or chat. These are individualized sessions that allow the Librarians to work with students to focus on their assignment, to broaden or narrow their topic, to learn about both print and online resources, to evaluate information, and to understand citation styles. Research Guides [2B.1.23] are available to students as a resource or as supplement to instruction. Three full-time librarians and three Library adjuncts staff the reference area and are assigned orientations during their reference shift.

Library faculty teach a three-credit information competency course: Electronic Research and the Internet [2B.1.24]. This is a fully online course providing students with skills and competencies to use electronic information sources (the web, online catalogs, and databases) for course- related or personal research. While the over-arching goal of the course is to provide students with skills to become information competent/literate, students who take this course are also able to develop critical thinking skills as well as computer (and web technology) skills. In helping students to develop information literacy and critical thinking skills, LIB 015 contributes to the college's Institutional Learning Outcomes (ILOs). The course is also CSU/UC transferrable and AA/AS degree applicable.

In collaboration with Tutoring Services, the Library participates in the Night on Caffeine events every semester which includes research and citation workshops for students [2B.1.25]. With support from Student Equity funds, the Library has created Student Success workshops that focus on the research process, evaluation of sources, Google searching, Health databases, and citation styles [2B.1.26]. These workshops are promoted to the entire campus and are scheduled at different times to accommodate student schedules. [2B.1.27]

LEARNING RESOURCE CENTER

Located on the second floor of EVC's Educational Technology Building, EVC's Learning Resource Center (LRC) houses the Open Computer Lab, LRC computer classrooms, and Campus Tutoring Center. As many as 2,000 students access the LRC on a weekly basis [2B.1.28] The LRC includes space for tutoring, independent study, classes held in computer classrooms, workshops, computer-individualized instruction, and small and large group instruction. The LRC is well-equipped with a host of technological resources for its students, including adaptive technology for students with disabilities. There are a total of 210 computers with access to Microsoft Office applications and internet access via local area network. Wireless internet is also available for student usage.

LRC Open Computer Lab

The LRC Open Lab and LRC computer classrooms are supervised by three faculty members, an Instructional Support Coordinator, and an Instructional Support Lab Lead. The LRC Open Computer Lab is available to students Monday through Thursday from 8:00 am to 8:00 pm and from 8:00 am to 2:00 pm on Fridays. The Open Lab serves approximately 2,000 students per semester and is available to all EVC students on a drop-in basis for Internet, word processing, and research purposes. It is equipped with 61 computers, two LCD projectors for instructional use, and SARS-TRAK timekeeper software for students to log in and out before and after utilizing Open Lab computers. This software tracks student usage for students utilizing the Open Lab. An ADA Accessible station is provided for disabled students containing a computer with adaptive software (Kurzweil, Dragon Naturally Speaking, ZoomText, and JAWS), scanner, and optical and trackball mice. The LRC Open Lab is equipped with three color copier/printer machines and one Equitrac machine to add money to students' ID cards for printing purposes.

LRC Computer Classrooms

There are four LRC computer classrooms which instructors may reserve through the Instructional Support Lab Lead each semester. The classrooms are equipped with a total of 146 computers with Windows 8, MS Office 2013, internet access through a local area network (LAN) and WiFi, audio-visual equipment, six LCD projectors and four document cameras for instructional use. Access to the pay printers in the Open Lab is provided to students. Many instructors utilize the computer classrooms for their semester courses [2B.1.29]. Additionally, instructors bring their classes to the computer classrooms to do online class orientations, online research, online exams, Library workshops, counseling workshops, etc.

Campus Tutoring Center

The Campus Tutoring Center, supervised by the Academic Skills and Tutoring Instructor, provides free tutoring services and support, student workshops, and independent and group study in various subjects for registered EVC students. The Center aids students five days a week from 9:00 am to 6:00 pm, Monday through Thursday and from 9:00 am to 1:00 pm Friday. The Academic Skills and Tutoring Instructor is on hand to assist students and provide training to student tutors and community volunteers. The Tutoring program also recruits and trains new student tutors each semester, providing job opportunities for students during their academic tenure at EVC. In addition, the Center houses seven LRC study rooms for tutoring, small group study, and workshop purposes. The rooms are equipped with computers and whiteboards.

Through consultation with faculty and counselors, the Tutoring program also offers students an array of study skills workshops, including Test-Taking, Oral Presentations, and Personal Statements [2B.1.30]. The Campus Tutoring Center utilizes SARS-TRAK software to track student usage and hours [2B.1.31].

Tutoring is offered on a drop-in basis, and appointments are not necessary. To become eligible for tutoring, there are two steps involved at the beginning of each semester. First, EVC students must add a zero unit II 210 Supervised Tutoring section [2B.1.32]. Once they have added this free section through the Tutoring Center, their progress and attendance can then be tracked through SARS-TRAK, a computerized timekeeper system. In addition, all EVC instructors sign a referral form for each course where they deem tutoring necessary for their students [2B.1.33]. This process assures that all students receiving tutoring have been referred by their instructor. This is in keeping with Title V which stipulates that all students must be referred for tutoring.

Subject specific tutors are available for students for drop-in tutoring at various set times during the week. All currently registered EVC students are emailed Campus Tutoring information and available resources to assure students are aware of the Center and its offerings. The tutors must be EVC students who have been recommended by their instructors and must meet grade point average and subject specific grade standards to become tutors [2B.1.34]. Students may check the Tutor Schedule at the beginning of each semester to confirm when tutors are available for the subjects they need help in. Tutor and subject times are chosen based upon tutors' availability as well as when the classes for that subject are offered. This is done to make tutoring times as convenient as possible for students. Subjects tutored vary from semester to semester based upon what courses are being offered each semester and tutor availability [2B.1.35].

The Tutoring Center customizes its schedule based upon student needs. If more courses of a particular subject are offered during a semester, more tutors are hired to serve that particular subject, and more tutoring times for this subject are available. For students who cannot access the Tutoring Center during its open hours, asynchronous and synchronous online tutoring is provided. Students can send their work electronically to the Tutoring Center and within three days, receive a response from a tutor with feedback and suggestions. They can also access tutor.com through the San Jose Public Library website for live one-on-one tutoring in English and Math seven days a week from 2 pm- 12 am [2B.1.36].

Tutors are also being utilized in classrooms in the form of "embedded tutoring," to provide more support to students who may not access tutoring outside of class. [2B.1.37] Campus Tutoring also collaborates with the Library in events such as Night on Caffeine. *Night on Caffeine*—a collaboration between the Library and Learning Resource Center— is now in its eighth year. [2B.1.38] This event provides extended evening hours for tutoring and workshops in information competency and work citation during the second to last week of school when students are preparing for Final exams and research papers. Added to this event are study skills workshops along with subject specific tutoring and Library workshops in formulating research and MLA and APA format. Faculty, staff, and tutors work together to help students achieve success [2B.1.25].

LANGUAGE ARTS LABS, MATH AND SCIENCE RESOURCE CENTER AND BUSINESS LABS

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 (located in the Student Services Building), as well as the Math and Science Resource Center (MSRC), located in the Acacia Building, and the Business Labs (located in the Roble Building), all serve as vital learning resources for EVC students. Each learning lab is equipped with student tutors as well as learning software programs and other technological resources for students.

ESL Lab

The ESL Lab is located in SC-125. 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 evaluates the student's writing. For students at lower levels, a Skills Development Lab is offered which is centered on a self-paced computer program, English Interactive, and workbook curriculum. This lab provides a progressive study system for building basic skills in listening, speaking, reading, and writing. The lab provides 26 student computers equipped with ESL software programs, headsets, microphones, and various print/audio/video resources to facilitate and enhance ESL skills.

Reading Lab

The Reading Lab is also located in the Student Services Building. The Reading Lab assists students at both the English 102 and English 322 levels with skills necessary for college success in all academic subjects. 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 or faculty member is always present to clarify the assignment and provide assistance when needed. Students have access to 16 computers, many equipped with MS Word and specialized reading software program. Students use textbooks, various workbooks, modules, and answer keys to facilitate and enhance reading skills.

The Writing Center

The Writing Center, located in the Student Services Building, is an interactive support lab for students at the pre-English 1A level. The Writing Center component is a required part of English 330 and 104 courses, and constitutes one fourth of the course grade. Student writing is measured throughout the semester by a rubric which is also used at the end of the semester to grade students' final exams. The sustained presence of a full-time Coordinator has ensured consistent, efficient, and professional operation. Interns (generally EVC English majors) have been particularly effective in providing support and assistance.

Math and Science Resource Center (MSRC)

The Math and Science Resource Center (MSRC) is located in the Acacia building and provides essential learning support in the form of tutoring services to EVC students through student tutors, faculty members, and instructional assistants. The MSRC is well-equipped with student technological resources including 54 student computers equipped with MS Office and specialized Math and Science software. The SARS-TRAK timekeeper is used to track students using the MSRC.

Business Labs

The Business Lab is located in the Roble Building and serves students taking courses in the Business and Workforce Development Division. There are 132 PCs that serve approximately 55 different sections with an average of 1180 students per semester. Computers are equipped with the necessary programs to support the course. Individual instructors give their students an orientation to the lab, and a brief overview of the expectations of the course as it relates to lab work. Instructions on how to sign-in with the SARS-TRAK program and technical support to students is given by instructional assistants. Technical support for the computers is provided by Campus Technology Support and Services. Most computers have been updated in the last two years. [2B.1.39]

Analysis and Evaluation

The College meets the standard. The Library and Learning Resource Center supports learning and achievement by providing a variety of services to its diverse population. The college provides an extensive diversity of learning and information services with sufficient holdings in both traditional hardbound and virtual learning settings.

LIBRARY

The Circulation Desk and Reference Desk staff are available at all times the Library is open. The Reference Desk librarians may be contacted in person, by phone and email. A free web based chat service has been added to the reference computer providing a source for students to get quick answers for simple questions during Library hours. Distance education students have direct access to the Library website and databases. Students can use the system to search for materials owned by EVC and SJCC and can request delivery of materials from San Jose City College and receive them within three working days.

The Library materials collection supports the educational needs of students in order to achieve academic success. The Library maintains a collection of course reserves including course textbooks and supplementary learning materials. The Library maintains a computer lab where instructional Library sessions take place, and it serves as an open lab for students as well. The Library maintains numerous computers and laptops that are available to students, faculty, and staff. The Library works collaboratively with the Disability Support Program on campus to ensure that students with disabilities have access to assistive technology in the Library in support of learning and achievement.

Library and Learning Support Services are adequate to meet the needs of students. On-campus wireless and off-campus internet access to the Library catalog, e-books, and online databases help to meet the needs of Distance Education and working students. In addition to the reference desk hours, the three full-time librarians manage the workflow of the three areas: Technical Services (Acquisition and Cataloging of materials), Circulation and Reference. They serve on shared governance committees, resolve student complaints and issues regarding Library policies and procedures, oversee and manage the print and electronic collection development of the Library, collaborate and communicate Library policies and procedures with San Jose City College Library staff and faculty, maintain and update the content of the Library's website, promote library programing including research workshops and author events, participate in outreach and promotion of library services and resources, and foster the integration of emerging technologies into the delivery of Library services.

Outreach, programming, and promotion are important to student success but are often neglected when time and resources are limited because they take considerable time and are not absolutely core to the operations of the library. The librarians have made a conscious effort to participate in events on campus, like Spooktacular (a

Student Support and Academic Retention Fair in October), to promote library services and resources to students [2B.1.41]. In order to support student learning, the librarians also create programs, like Research Workshops and Author Events [2B.1.6; 2B.1.27; 2B.1.40]. In addition to development and participation, the librarians spend time coordinating and advertising these activities.

The three full-time librarians also serve as liaisons to departments on campus which involves being a first point of contact for information about Library resources and services and working collaboratively with faculty regarding research instruction and curriculum support. Because the full-time librarians are required to work 14 hours at the reference desk and are scheduled at different shifts, they are only able to meet once or twice a month.

Currently, the Library department is overseen by the Dean of Language Arts and Library & Learning Resources, who oversees several departments of the division making it difficult to provide direct support and supervision to the department and all aspects of Library operations and functions including advocating for the Library at all times. Like San Jose City College, the Library would like to see the hiring of a Dean of Library & Learning Resources and a Library Coordinator so that the full-time librarians can focus on maintaining and enhancing the delivery of essential services to the college, increase student achievement in enhancing and evolving learning environments, strengthen the Library collections on a continuous basis to support the college curriculum and lifelong learning through the effective management and acquisition of materials, realize marketing efforts to increase visibility and usage of Library resources and services, and strengthen curriculum integrated information competency instruction and support. The hiring of a Dean of Library and Learning Resources is necessary as this individual will be actively responsible for policy recommendations, departmental planning, and direction and administration of Library activities. While both College libraries have made this suggest, no plans are currently in place to implement such a position.

LEARNING RESOURCE CENTER AND LABS

The Learning Resource Center houses the Open Computer Lab, LRC computer classrooms, and Campus Tutoring Center. The college provides students with access to Language Arts Labs, Math and Science Resource Center, and Business labs in support of student learning, success, and achievement.

Tutoring services are evaluated through student surveys each semester [2B.1.42]. Students enjoy tutors' patience, courtesy, hours, and locations on campus. In addition, they feel tutoring makes a difference in their academic performance in regards to the subject(s) in which they are tutored. According to surveys in the recent past, wait times can be improved upon in high peak times, such as midterm or final exams. Some students have had to wait more than 20 minutes for tutoring. This is chiefly due to the fact that in the past the Center simply did not have enough tutors due to limited funding. As of the spring semester of 2015, the tutoring budget has been augmented, so more tutors have been hired. Though this has minimized wait times, ESL students still indicated on their surveys long wait times. As such, more ESL tutors have been brought on board to further minimize wait times. In addition, though Campus Tutoring does serve many students, there still exist many students who do not come to tutoring. To address those students who do not access tutoring, Campus Tutoring has worked with Counseling's Early Alert program to identify students on academic probation. Students are then contacted by Campus Tutoring and made aware of their tutoring options to improve their academic standing [2B.1.43]. Tutors are also being utilized in classrooms in the form of "embedded tutoring," to provide more support to students who may not access tutoring outside of class. [2B.1.36] Campus Tutoring has implemented embedded tutoring to allow tutoring to take place in classrooms across campus. In addition to the drop in centers, tutors are now placed alongside instructors in

Basic Skills courses to provide tutoring within the classroom. The tutoring is more closely tied to the curriculum since the tutor works directly with the instructor in assuring that student needs are met. This allows those students who do not access tutoring regularly to receive tutoring within their classes. Currently, embedded tutoring is provided in Math and ESL. [2B.1.37] SARS Trak has also proven useful in tracking those students who utilize tutoring.

The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

STANDARD 2B.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

Per AP 4040 [2B.2.1], Evergreen Valley College Library provides students with educational equipment and materials to support student learning as identified in the college mission. The modes by which faculty, Librarians and Library staff identify Library equipment and material needs is done collaboratively in the Library Program Review process, Collection Development process, Curriculum process, and Liaison work with faculty.

LIBRARY PROGRAM REVIEW

At every Library Program Review cycle, Library faculty and staff review and revise the section relating to equipment and material requests [2B.2.2]. As the Library Program Review offers an opportunity to review existing Library equipment, Library faculty and staff meet and discuss needs and the rationale for adding, replacing or updating equipment [2B.2.3]. When the campus has additional funding for equipment requests, the Dean will notify each department and ask for a prioritized list of equipment and materials needs requesting staff provide a rationale on how it supports student learning and/or meet the mission of the college [2B.2.4].

COLLECTION DEVELOPMENT POLICY

The Library Collection Development Policy guides the librarians in the selection, evaluation, and de-selection of materials [2B.2.5; 2B.2.6]. The librarians are largely responsible for selecting and purchasing Library materials based on need and/or recommendation. Reference interviews are one of the main processes by which Librarians evaluate the library collection and determine whether the Library lacks materials on a particular subject. About halfway into the semester, students begin their research assignments and consult with the Librarians when searching for resources [2B.2.7].

Circulation staff notifies the librarians at least once a semester when materials have been long overdue, damaged, lost or missing. This allows the librarian to decide whether a replacement is necessary and/or to purchase additional titles related to the field. In addition, librarians evaluate the circulation of their designated subject areas or areas that have not been weeded to determine deselection, replacement, or the need to order more material on the same subject [2B.2.8]. Collaborative efforts such as the Community College Library Consortium have provided recommendations for the deselection of outdated eBooks [2B.2.9; 2B.2.10; 2B.2.11].

Faculty, staff, and students are encouraged to suggest Library materials for purchase by contacting the Library [2B.2.12] or contacting the subject area Librarian or the Technical Services Librarian (2B.2.13). Instructional Sessions often give librarians the opportunity to assess the collection in relation to assignments. Sample searches in the catalog during the instructional sessions with students and instructor allow the Librarians the opportunity to assess the collection and acquire materials based on students' needs [2B.2.14].

CURRICULUM PROCESS

The Curriculum Committee course approval process serves as an avenue for the Library to obtain the most current and appropriate resources to support courses and programs, whether they are on campus or online. Any faculty member proposing a new course or revising an existing one are to consult with the librarian who assesses the current collection and recommends whether additional materials are necessary to support the course [2B.2.15; 2B.2.16].

LIAISON WITH FACULTY

Each full-time librarian is assigned subject areas according to the divisions they are assigned as liaisons [2B.2.17]. Each is responsible for the acquisition, evaluation and withdrawal of materials in their respective areas. Sections of the collection are evaluated to determine currency, demand, and relevancy to the research assignments. Therefore, interaction with faculty regarding research assignments provides an essential framework for acquiring resources relevant to their course and assignments. The Library liaison program facilitates faculty input in collection development, which also enables librarians to promote new resources and services to faculty in the division served [2B.2.18]. To publicize this program to adjunct instructors, a librarian attends the Adjunct New Hire meeting to discuss the library's collection and distribute a flyer with contact information for each liaison [2B.2.19].

LEARNING RESOURCE CENTER

The Learning Resource Center provides a host of resources to support student learning. These resources are evaluated and updated regularly by faculty and staff. For printing and copying, the LRC Open Lab is equipped with 3 color copier/printer machines and one vending machine for print card purchase. The following are provided on all Open Lab computers to enhance student learning: Windows 8, MS Office 2013 and internet access through local network and WiFi. Open Lab classrooms come equipped with overhead projectors, VCR/DVD players, and document readers, allowing faculty a variety of mediums with which to instruct their students.

The LRC is currently under the guidance of a full-time faculty member, the Academic Skills and Tutoring Instructor, who, in conjunction with LRC support staff, selects and maintains educational equipment and materials to enhance student learning. The LRC currently offers, in addition to individual and small group tutoring, conversation and grammar groups, online tutoring, study skills workshops (Personal Statements, Test Taking Anxiety, and Presentation Anxiety), ESL pronunciation and grammar software (Longman English Interactive), French listening and speaking software (Rosetta Stone), Statdisk, and MS Office 2013 [2B.2.20; 2B.2.21]

Analysis and Evaluation

The College meets the standard. EVC Library utilizes a variety of processes to acquire equipment and materials that support student learning and enhance the achievement of the mission. Faculty expertise and collaboration is demonstrated through collection and curriculum development and program review. The Library has had a minimal budget to purchase print, media and online material, but additional grants, such as Title V and Student Success/Student Equity, have made it possible for the Library to acquire a significant amount of material, including reserve textbooks [2B.2.22; 2B.2.23; 2B.2.24]. At the time of this writing, it has been determined that the Collection Development Policy be reviewed and revised if necessary.

The Learning Resource Center offers ample materials and resources to enhance student learning on campus. Although student tutors, faculty, instructional assistants and instructional lab leads assist students, the LRC would like to further increase its offerings to enhance student learning. As the student demand for more help increases for Basic Skills courses, Campus Tutoring in the LRC is working towards having more tutors in Basic Skills courses to assist students within the classrooms. Currently, there are only a handful of courses with embedded tutoring. In the coming semesters, the goal is to offer more embedded tutoring in more sections of Basic Skills courses, such as Math, English, and ESL [2B.2.25].

The analysis of the functional map with respect to the Workforce Institute indicates that the delegation of duties between district and college is more accurately that the district collaborates and supports the WI. This technical change will be made at the next review of the functional map.

STANDARD 2B.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

Per AP 4040, the college regularly evaluates Library and learning resources to assure its adequacy in meeting student needs through several methods: program review, the assessment of Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), student/faculty feedback and surveys, curriculum review process, and collection of usage data.

The Library Program Review, which was completed in 2014 [2B.3.1], serves as a fundamental guide for EVC Library to evaluate its academic program and services to students. The program review process is an important element of ongoing assessment to review and analyze EVC Library resources and services, to maintain and/or improve its services, to update and revise instructional teaching, and to set goals and objectives.

The creation and assessment of EVC Library SLOs and SAOs have been developed to assess Library services, resources, and instruction [2B.3.2]. Assessments including surveys, feedback, and exercises are designed to review and improve, as necessary, the Library's instructional and operational activities and procedures. Library outcomes are reviewed annually, discussed at Librarian meetings and addressed in response to collected data [2B.3.3]. In addition, the Library offers a 3-unit Library Research course, Library Studies 015, and has SLOs which are regularly assessed, reviewed and revised if necessary. The Librarian has also mapped the LIB 015 course with the colleges'

Institutional Learning Outcomes. Methods of assessing students' mastery of information competency are detailed in the course syllabus [2B.3.4] and in a selection of rubrics used to assess the quality of student work [2B.3.5].

A Library Student Survey was conducted in fall 2015 [2B.3.6] to assess Library services and satisfaction. Overall, students indicated a positive view of the Library's resources with the exception of the Wi-Fi. Of the 301 respondents, majority agreed (77%) that the Library's print collection fulfilled their information and educational needs, while only about half agreed that the Library had enough media and eBooks to fulfill their information and educational needs. Majority of the students (68%) also indicated that they are now able to access Textbooks on Reserve efficiently at the Library. A majority of the survey comments expressed a need for better Wi-Fi connection and longer Library hours.

Student Reference Desk Surveys were given to students to assess reference interactions with librarians in fall 2015 [2B.3.7]. Results indicated that 99% of the students were better able to use the catalog to find books as a result of their interaction with the librarian. In addition, the Librarians conducted a Librarian Reference Desk Observational survey [2B.3.8] of the very same students who filled out the reference desk survey. Surveys were linked to each other in order to note differences in feedback based on the same interaction. Librarians also noted resources consulted and resources lacking.

Librarians conduct individualized assessments of Library orientations to measure learning outcomes. As time allows, orientations are evaluated through surveys and worksheets [2B.3.9; 2B.3.10; 2B.3.11; 2B.3.12]. In addition, ongoing collaboration with classroom faculty who request information competency classes remains key to the success of the Library instructional program. Faculty evaluations for Library instruction are ongoing throughout the year and librarians are responsible for emailing faculty to fill out the online survey [2B.3.13]. Survey results also provide librarians with valuable feedback that is used to improve the content and delivery style of the instructional sessions [2B.3.14]. Results reveal which aspects of the presentation were found useful, not useful or needed improvement. The majority of the respondents indicated that coverage of the research databases was the most useful aspect of the presentation. Dialogue with the instructor provides the necessary feedback for improving or modifying presentations scheduled in the future.

When programs or courses are newly proposed or revised and undergo the curriculum review process, the librarians determine whether or not current Library resources are sufficient to support the course or whether the Library needs to acquire resources. The librarians are included in the CurricUnet review process and are emailed immediately after the course proposer submits the program or course outline [2B.3.15]. If and when the funds are available, the librarian recommends purchases and solicits resource suggestions from faculty.

Throughout the year, the Library collects statistics based on circulation, databases, web page, reference, and instructional sessions as was also noted in Standard 2B.1 [2B.3.16; 2B.3.17]. This data proves beneficial in making decisions related to collection development and staffing.

The Learning Resource Center assesses its services and Student Learning Outcomes through ongoing student feedback. Student feedback is provided in the form student surveys given at the end of each semester [2B.3.18]

Analysis and Evaluation

The College meets the standard. The Library and Learning Resource Center have created a variety of tools for assessing student learning and student/faculty needs.

Continuous assessment of SLOs following Library orientations have made it possible for librarians to improve teaching and to collaborate closely with faculty. The Library is unique in that it offers both academic instruction and student services, thus requiring that it evaluate SLOs and SAOs. Because the concept of SAOs is new to Library staff, the Library department is in the process of differentiating between SAOs and SLOs in the program and adopting the revised SLO/SAO rubric. In addition, further discussion will be necessary so that SLOs and SAOs for the Library Program will be mapped with the college's Institutional Learning Outcomes. The Library, Tutoring, and Open Lab will continue working on assessing existing SLOs and will utilize the results of those assessments to pinpoint quality improvements as well as needed revisions of SLOs.

Library services are assessed during orientations, workshops, reference desk interviews and circulation desk transactions. Based on the data from the assessments, the Library made improvements to support student learning by:

- Continuing support and advocacy of the extended study hour program at SJSU since an increase in Library hours were not possible at that time. With Student Success/Student Equity funding provided in spring 2016, the Library was able to extend Library hours during finals week until 10pm [2B.3.19].
- Collaborating with the Open Lab downstairs to provide study group rooms to students when the Library's study group rooms are full [2B.3.20).
- Marketing of DVDs and Textbooks on Reserve to increase student awareness and usage [2B.3.21].
- Providing additional 3-day reserve copies of textbooks to supplement the current 2-hour reserve copies. These new textbooks were purchased through the Student Equity and Student Success funding and increased access to this collection [2B.3.22].

Reference statistics has shown a decline in the number of transactions in the past five years [2B.3.23]; however, librarians have noted an increase in the amount of time spent with students resulting in consultations [2B.3.24]. The Librarian Reference Observations and Library orientation feedback indicate the need for further teaching or one-on-one assistance to students. Through Student Equity and Student Success funding, the Library was able to create specialized workshops that focused on general research, advanced Google searching, MLA citations, APA citations and Nursing and Allied Health assistance for students. These workshops are valuable because they provide information literacy instruction to students who may not have had the opportunity to receive a Library orientation through one of their classes or to those who need further help with their research. These workshops proved to be successful and helpful to students and allowed an opportunity for the Library to contact the student should he or she need further assistance [2B.3.25; 2B.3.26].

The Library acknowledges that student surveys need to be done on a regular basis which has not been the case in the past years due to periodic staff changes. In the future, the Library will look into surveying both students who are and are not physically in the Library. This can be accomplished by sending out an online survey to all students via campus email.

The Learning Resource Center utilizes its student surveys to determine areas for improvement as well as whether or not it is meeting student learning outcomes. According to the surveys, students agree that LRC hours are

convenient, and resources such as tutoring, conversation/grammar groups, and study skills workshops are helpful. In terms of SLO's, students generally agree that they feel more competent and confident in the subjects in which they are tutored. In terms of areas for improvement, students have asked for wait times for tutors to be minimized. As of spring 2016, with more tutors on hand, these wait times have been reduced though there still exist peak times during finals and midterms where students have longer wait times. This concern will be addressed with the hiring of more tutors in the coming year.

The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

STANDARD 2B.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 rely on or collaborate with other institutions to support Library and learning resources and services and renews its contracts and agreements each fiscal and calendar year as scheduled and needed.

The Library uses Sierra by Innovative Interfaces, Inc. as its Integrated Library System (ILS) which provides the necessary functions for the acquisition, cataloging and circulation of materials in addition to course reserves, statistical reporting, database proxy and the online public access catalog [2B.4.1]. The Library shares its ILS with San Jose City College Library; therefore, both campuses share the maintenance cost for the system. This requires staff at both institutions and a staff person from the district's Information Technology Services & Support (ITSS) department to communicate with each other whenever there are changes, upgrades and problems with the system. [2B.4.2]

The Library is a member of the California Community Colleges Council of Chief Librarians [2B.4.3), 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 online resources feasible for the Library [2B.4.4]. Annual membership renewal to the Council of Chief Librarians [2B.4.5] signifies that the Library is satisfied with the organization and the services it offers to Library faculty.

The Library subscribes to services with Online Computer Library Center (OCLC) for cataloging and interLibrary loan. [2B.4.6] Through OCLC's interLibrary loan service, faculty, staff and students can request material from other libraries if Evergreen Valley College Library or San Jose City College does not own it. Both colleges loan materials from their general collections to students enrolled in the district, with the exception of media materials. [2B.4.7] OCLC continues to meet the needs of the Library staff and student by providing such services.

The Library maintains a contract with Library Technologies, Inc. (LTI), a Library automation vendor which provides database preparation services including duplicate record resolution options, MARC record updates and clean-ups, local system item field builds, and batch and continuing authority control [2B.4.8]. By renewing the contract with contract with LTI, Library Acquisitions and Cataloging staff are satisfied with its services.

Library materials are protected by 3M Security System which involves securing Library materials with security strips, sensitizing and desensitizing materials with a detection system and locating the magnetic detection gates at the entrance of the Library. A service contract with 3M is necessary for regular maintenance and repair of the detection system [2B.4.9]. Media, reserve books and laptops are secured behind the Circulation Desk [2B.4.10). All equipment is in working order and meets the need of the Library staff for protecting Library materials.

LEARNING RESOURCE CENTER

The Campus Tutoring Center in the LRC ensures that all of its student tutors meet California Reading and Learning Association (CRLA) guidelines in accordance with the CRLA. Each semester, new tutors become CRLA certified by completing a mandatory online tutor training course with a full-time instructor. Every five years, CRLA certification with EVC is renewed.

Moodle provides a tracking function for the Academic Skills and Tutoring instructor to monitor new tutors who must take the Individualized Instruction 90 Tutor Training online course. The instructor assesses and monitors tutors' time spent on lessons and other requirements. Instructor uses tracking information to evaluate tutor participation and completion. [2B.4.11]

The Campus Technology Support Services (CTSS) Department is responsible for the hardware and software installation and upgrade of computers in the Library and Learning Resource Center including staff and student computers. All computers are equipped with Deep Freeze and anti-virus software that protects computers against viruses and prevents downloading of programs without administrative privileges. The multifunction copiers/printers throughout campus including the Library and Learning Resource Center (LRC) are overseen by CTSS. Service requests are submitted to the District's Information Technology Services & Support (ITSS) Help Desk who then assigns someone from CTSS to service the request [2B.4.12].

The Library and LRC building are cleaned and maintained by the campus custodians Monday-Friday. The campus Maintenance Department is responsible for any repair, electrical and temperature control issues of the building. Service requests are submitted to Administrative Services so that the appropriate department is notified [2B.4.13]. The building is monitored by Campus Police [2B.4.14]. Emergency exits are clearly posted and fire extinguishers are located in visible locations throughout each floor. A Library staff member attends the Safety and Facilities Committee and ensures that all Library staff is familiar with campus emergency procedures. Three Library staff members are in the process of receiving emergency operations center training and are active participants of the Emergency Response Team [2B.4.15].

Analysis and Evaluation

The College meets the Standard. Each time a subscription is up for renewal, the Library collects and analyzes data in an effort to monitor the validity of the resources for its students [2B.4.16; 2B.4.17; 2B.4.18]. Information based on usage statistics, faculty and student input, product comparisons and reviews, scope and currency are deciding factors for subscription of resources. The librarians assess the value of resources as it relates to the College's curriculum to determine if the resources are meeting the needs of the students and faculty. Library staff meet

regularly where information is shared and services are evaluated. The Library staff also regularly surveys students concerning the satisfaction of services including resources and facilities [2B.4.19].

Library and LRC staff, District Police, Building Maintenance, Custodial Services, and CTSS staff work together to ensure the safety and security of all sites, equipment and materials. As a result, there have been no major concerns over the safety of the building and materials.

To ensure the reliability of services, librarians regularly check access to the Library's databases and catalog. Technical issues are relayed to appropriate vendors and/or ITSS when they arise. Recently, the librarians have been facing problems with connection to the databases from the Library's student network, which has resulted in back-and-forth communication between the vendor, ITSS, and CTSS. Additionally, the Library has received minimal support from Innovative Interfaces, Inc. (III), which provides the integrated Library system for both EVC and SJCC libraries. Since the acquisition of a new Library server and additional programs in 2013, EVC Library has not been able to implement several programs such as eCommerce (online Library payments for fees and replacements) and WebBridge (links full-text articles from citations). The districts' ITSS administrators have not taken a lead role in maintaining the system, leaving it to the librarians to spend a great amount of time reading the manual, calling the III Helpdesk and trying to resolve the problem. It is recommended that Library staff meet with ITSS administrators to discuss these issues and come up with solutions [2B.4.20a; 2B.4.20b; 2B.4.20c].

CRLA certification ensures that all EVC tutors meet tutor guidelines and equip themselves with the necessary skills to effectively assist their students. This year, 2016, EVC is up for renewal for CRLA certification, so this re-certification will be processed.

Moodle as the online platform for tutor training will be moving to the Canvas course management system in order to stay in keeping with the California Online Education Initiative.

The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

CHANGES AND PLANS ARISING FROM THE SELF-EVALUATION

There are none noted in standard 2B.

EVIDENCE LIST

2B.1.1 BP 4040
2B.1.2 Library Mission Statement
2B.1.3 EVC Library Website
2B.1.4 EVC Library Staff
2B.1.5 Library Gate Count
2B.1.6 Library Authentication Page
2B.1.7 Libguide for Distance Education Students
2B.1.8 Moodle
2B.1.9 Yearly Holdings Report 2016
2B.1.10 Library Services - Borrowing & Renewing
2B.1.11 SSSP Spending Report email
2B.1.12 Yearly Holdings Report 2013
2B.1.13 Find Articles & Media

2B.1.14 EVC Library Title V purchases
2B.1.15 Student Equity Funding eBooks
2B.1.16 CurricUnet
2B.1.17 Services for Faculty
2B.1.18 Library Reserves Form
2B.1.19 Student Equity Textbooks email
2B.1.20 Textbook Reserve Count
2B.1.21 Accessibility Services in the Library
2B.1.22 Instructional Sessions stats
2B.1.23 Libguides
2B.1.24 LIB 015 Course Description
2B.1.25 Night on Caffeine flyer
2B.1.26 Library Workshops 1
2B.1.27 Library Workshops 2
2B.1.28 Open Lab Spring 2016 Data
2B.1.29 Open Lab Computer Class schedule
2B.1.30 Study Skills Workshops
2B.1.31 SARS Campus Tutoring Data
2B.1.32 II210 Supervised Tutoring Registration
2B.1.33 Instructor Referral Tutoring
2B.1.34 Tutor Criteria
2B.1.35 Sample Tutor schedule
2B.1.36 Online Tutoring Options
2B.1.37 Supplemental Instruction
2B.1.38. Night on Caffeine
2B.1.39 Business Lab
2B.1.40 Author Event
2B.1.41 Spooktacular Admission Ticket Promotion
2B.1.42 Campus Tutoring Student Survey Results
2B.1.43 Early Alert Student Email

2B.2.1 AP 4040
2B.2.2 Program Review Equipment Requests
2B.2.3 Notes All Library Staff Meeting equipment
2B.2.4 Equipment Request
2B.2.5 Library Collection Development Policy
2B.2.6 Weeding Guidelines
2B.2.7 Ordering Library Materials email
2B.2.8 Weeding Project - Q's
2B.2.9 CCL-Electronic Access and Resources Committee email
2B.2.10 eBooks Deselection List 2015
2B.2.11 Gale eBooks UDA Report
2B.2.12 EVC Library Contact webpage
2B.2.13 Request for Books or Materials For Purchase
2B.2.14 Library Purchase Request
2B.2.15 CurricUnet email reminder
2B.2.16 CurricUnet Music 092
2B.2.17 Services for Faculty: Library Liaisons
2B.2.18 Library Services – Fall 2015

2B.2.19 New Adjunct Orientation
2B.2.20 Study Skills Workshops flyer
2B.2.21 Student Success/Student Equity email
2B.2.22 Title V Funding spring2015 email
2B.2.23 SE Funds for the Library email
2B.2.24 Spending Tracking Report
2B.2.25 Supplemental Instruction
2B.3.1 Library Program Review
2B.3.2 Library SAOs and SLOs
2B.3.3 SLO_email
2B.3.4 LIB_Syllabus
2B.3.5 SLO Matrix for LIB 015
2B.3.6 Library Students Survey Results
2B.3.7 Reference Student Survey
2B.3.8 Library Reference Desk Observational
2B.3.9 English 1A Activity
2B.3.10 English 1A Survey
2B.3.11 RHahn English 1A Assessment
2B.3.12 Women Studies Poll
2B.3.13 Survey Monkey
2B.3.14 Faculty Library Assessments
2B.3.15 CurricUnet Librarian
2B.3.16 Database Statistics
2B.3.17 Reference and IS Statistics
2B.3.18 Learning Resource Center Open Lab
2B.3.19 Library Extended Study Hours
2B.3.20 May Library Meeting Minutes
2B.3.21 Textbooks on Reserve
2B.3.22 EVC Reference Stats
2B.3.23 Librarian Reference Observation Results
2B.3.24 Library Observation Results
2B.3.25 Student Success Library Workshops1
2B.3.26 Student Success Library Workshops2
2B.4.1 Innovative Service Agreement
2B.4.2 Email: Collaboration with SJCC
2B.4.3 http://www.cclccc.org/directory.php
2B.4.4 CCLC Database Renewal
2B.4.5 CCL Membership Renewal
2B.4.6 OCLC15-16renew
2B.4.7 http://www.evc.edu/Library/Library-services
2B.4.8 LTI Request
2B.4.9 3M Invoice
2B.4.10 Borrowing and Renewing http://www.evc.edu/Library/Library-services
2B.4.11 Tutor Training Tracking
2B.4.12 CTSS
2B.4.13 Administrative Services
2B.4.14 Campus Safety http://www.evc.edu/discover-evc/campus-safety
2B.4.15 Emergency Response Team Certification
2B.4.16 Database Statistics

2B.4.17 eBook Statistics
2B.4.18 Email regarding statistics
2B.4.19 Library Student Survey
2B.4.20a Emails regarding Database Access Issues (1db_access,)
2B.4.20b Emails regarding Database Access Issues (2iii_issues)
2B.4.20c Emails regarding Database Access Issues (3dbaccess)

2C STUDENT SUPPORT SERVICES

STANDARD 2C.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 (ER15)

Evidence of Meeting the Standard

Evergreen Valley College systematically assesses the quality of student support services and demonstrates that these services, regardless of location or mode of delivery, support student learning and enhance accomplishment of the EVC mission.

The quality of student support services is primarily and systematically assessed through the EVC Program Review process. One of the major functions of program review is to ensure that all work units of the College are aligned with its goals as set forth in its mission and strategic initiatives. Student Learning Outcomes (SLOs) are used to improve services and are an integral part of program review. Student Learning Outcomes are addressed in Standard 2C.2.

Program quality is also evaluated against the mandated core services of the Student Success and Support Plan [2C.1.1], the metrics in the Student Equity Plan [2C.1.2], and against requirements in a variety of state and federal grants—including EOPS [2C.1.3a], DSP [2C.1.3.b], Financial Aid [2C.1.3c], CalWORKS [2C.1.3d], Upward Bound, and Talent Search [2C.1.4] Additionally, grant- funded programs are evaluated by external process such as program reviews and annual reports to state and federal agencies, as well as student evaluations of counseling classes and counseling appointments. An important source of informal feedback comes from Project Assistants—students in the Masters Counseling program at San Jose State University—who are asked to provide an assessment based on observation and review of workflow and processes; an assessment of EVC's orientation is completed. All these components enable the College to provide its students appropriate student support that fosters learning and development within the context of its mission.

Student Support Services

Academic Support Programs

AFFIRM

ASPIRE

Enlace

Admissions and Records

Assessment

Athletics

Counseling

Disabled Student Program (DSP)

Extended Opportunity Program and Services/Cooperative Agencies Resources for Education (EOPS/CARE)

Financial Aid

Health Center

Outreach

Student Life

Talent Search

Transfer/Career/Work Experience

Upward Bound

CalWORKS

While the College serves a mostly daytime student population, the College evaluates the service needs of evening and distance education students to ensure they are being met. Specifically, the College has received approval of its *Substantive Change Proposal on Distance Education*, which found that distance education students comprise 5% of the student

population. These students, as well as evening students, are served by providing 24/7 online access and intervention services provided to students in general.

Given the mission of the College and the community it serves, the College evaluates student support services through the perspective of equity. Recently a *Blueprint for Student Equity & Success Workshop (Part 1 and Part 2)* were held to connect the work of equity based programs to EVC student equity goals and the objectives on the Student Success and Support Program [2C.1.5] [2C.1.6]

Although all programs in Student Services work in a coordinated manner, specific areas specialize in certain aspects of student life at the college.

Transactional	Student Success	Student Life
Outreach	Assessment	Associated Student Government
Admissions and Records	Orientation	Campus Clubs
Financial Aid	Counseling and Educational Planning	Service Learning
	Early Alert and Student Intervention	Student Ambassador Program
	Transfer and Career Center	

	Safe-Space Communities		Pre-College Students
EOPS/CARE	Enlace	Equity Plus	Talent Search
DSP	CalWORKS	OASISS	Upward Bound
Affirm	Veterans Freedom Center	International Students	
ASPIRE	Foster Youth		

Student support services works in a coordinated and collaborative way. To this end, various inter-program teams work to enhance communication, plan joint events such as the Special Programs Graduation, and support specific program initiatives such as the Days at the Green; [2C.1.7] each illustrates to students that success is important. To achieve this coordination, the Vice President of Student Affairs holds regular meetings with deans and directors, who then hold division, department, and special teams meetings. For example, a College and District team met to work out the new BOG Fee Waiver regulations, and an integrated team participated in the kick-off and implementation of Grad Guru college app that sends out notifications from all student services to support student success [2C.1.8] . An integrated team is being formed to implement the new Eco (Bus) Pass that will be available to all students. Two teams, the Early Alert Team and the Student Follow-up Team, work together to provide intervention services to students throughout and at the end of each term [2C.1.9]. Likewise, there is a team for each mandated core service, which include faculty, students, and staff from Counseling and other areas. Finally, a team of equity-based programs and those who indirectly support students for whom equity gaps have been identified are working together to assist the College in meeting its equity goals. [2C.1.10]

COMPREHENSIVE PROGRAM REVIEW PLAN

The Program Review Schedule 2013-2023 defines the review cycle for all programs at the college over a 10-year cycle and serves as the primary driver for intensive programs reviews. Student affairs programs are scheduled to complete comprehensive reviews every three years. Programs are required to use the adopted template for Student Affairs Program Review but for curriculum components, student services faculty use the adopted

template for instructional programs. All Student Services Programs are evaluated using this process. Emerging programs such as YESS (Foster Youth), Veterans, OASISS (AB540), and International Students will be built into the review schedule.

Program Reviews drafts are submitted to the Instructional Effectiveness Committee (IEC) for feedback. The IEC submits final versions of program reviews to the College Council and the EVC President for final approval. Approved Program Reviews with resource requests are forwarded to the College Budget Committee for the Budget and Planning Process.

Program review templates clearly state that one of the major functions of Program Review is to ensure that all work units of the college are aligned with its goals as set forth in its Mission and Strategic Initiatives. In 2015-16, the college's focus is on the "Student-Centered" initiative, which commits to provide access to quality and efficient programs and services to ensure student success. Programs are asked to state goals and focus, and to explain how the program contributes to the mission, strategic initiatives, comprehensive academic offering and priorities of the College and District. Programs are also asked to provide data on student success rate and patterns within the program paying particular attention to the college's target groups. For example, the Counseling Program Review data shows that for the past three years, the success rate of students in counseling classes is high, hovering at around 80% compared to the College's 71% [2C.1.11] At the *Blue Print for Student Equity and Success Workshop* [2C.1.6], participants were informed that the *Student Equity Plan* identified student success gaps for students with disabilities (31%), Foster Youth (37%) and Veterans (35%). [2C.1.2] Programs were also given success rates for their specific students: Affirm (60%), ASPIRE (71%), CalWORKS (71%), Enlace (63%), Equity Plus (70%), OASISS (63%) Foster Youth (65%); these figures will be used as a benchmark to assess future progress and inform programs on what improvements need to be made. All College equity goals indicate a 5% reduction in performance gaps within a three-year period.

Figure 1 Veterans Freedom Center Opening

Both the *Student Equity Plan* and the *SSSP Plan* were approved right before or after the 2015-16 academic year, and as a result, their feedback will have to be included in the plans for 2016-17. Feedback on the Equity Plan was focused on key compliance sections related to research and expenditures and the plan showed above average compliance. [2C.1.12] While the College does not have to prepare a plan for another three years, the comments and feedback from readers will be taken into account as the College progresses toward its 3-year goals. The goal of SSSP program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals. Therefore, the feedback from readers focuses on the degree to which these services are provided, how they tie in to Student Equity, and Basic Skills Plans and how the plan holds together. Lessons learned from one year to the next and how they impact future planning are integral to the development of the 2016-17 Plan and each and every comment made by the readers will be reviewed and integrated into the planning and implementation of the SSSP Plan for next year.

It is important to note that evaluation information is not only used to inform Student Services but is also being used to strengthen the partnership with Instruction. For example, the Early Alert Program represents a joint effort between the two areas. Once faculty identifies students, Student Services follows up with students and the results of these efforts are reported back to the faculty. Similar feedback to Instructional Deans is shared with regard to identification and follow-up of students on probation or dismissal, as this impacts enrollment. Another example is the work that is being done in developing a *Blue Print for Student Equity and Success*. As a result of two working sessions, an integrated team will be presenting at the Fall 2016 Professional Development Day. The team will discuss identified equity gaps and the College's goals to close those gaps. The Student Success Program Plan will also be discussed to increase awareness of mandated services and resources that are in place to jointly support student success. Yet another way that evaluative data is shared beyond Student Services is through the Student Success Committee which is comprised of all constituent groups. This body receives all program plans, related data and resource information to fulfill its advisory function and reports directly to the College Council.

Analysis and Evaluation

The college meets this standard and fulfills ER 16. The college evaluates the quality of student support services regularly through the program review process and cycle as well as through the planning and reporting process as required by the *Student Success and Support Program* (SSSP) and the *Student Equity Plans*. Program review templates all require SLOs that support student learning and all are tied to the College's mission and goals. The Student Success and Support Plan as well as the Student Equity Plan support and enhance the college's values of Equity, Social Justice and Opportunity. All documents, as well as completed program reviews are posted on the EVC website under Institutional Effectiveness.

STANDARD 2C.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

In order to continuously improve and ensure appropriate student support and services to its diverse student population, the college identifies and assesses learning support outcomes and uses assessment data to make methodological changes and improvements. These actions are consistent with Administrative Procedure 5050. [2C.2.1]

All student service programs are required to participate in a review of program processes facilitated by two shared governance committees: Institutional Effectiveness (IEC) and Student Learning Outcome and Assessment (SLOAC). These committees ensure that all student programs are aligned to the district mission and strategic plan and ensure student evaluation is taking place. Ongoing assessment of these goals occurs every three years with an annual review by SLOAC.

SLO ASSESSMENT

All (23) student services programs have established student learning outcomes and assessment mechanisms. Programs utilize SLO Matrix templates to report their SLOs for the program and describe the assessment mechanisms that they are using to evaluate program and student learning outcomes. [2C.2.2] They also include plans they have for improvement as a result of assessment and may request additional resources if needed. A recent example is in CalWorks where in 2014/2015, the team assessed the benefit of CalWorks student led tutoring for students enrolled in Math 111. Assessment results indicated that 83% of the students that received tutoring assistance successfully completed the course, while 50% of the students, without tutoring, successfully completed the course. As a result of these assessment findings, the program has committed to embedding tutors in the program to facilitate student success. [2C.2.3] In another example, the Transfer and Career Center conducted assessments with three different student cohorts from September – October 2015, where the content instruction was modified after analyzing assessment results from the first cohort. As a result, the second and third cohorts showed an increase average growth margin in knowledge gained. [2C.2.4.]

PROGRAM REVIEW

The college program review process includes analysis of student learning outcomes as well as many prompts for the writers to share ways that student data was used for improvement. An example of the effectiveness of program review and its connection to the allocation of resources is the DSP Program Review. [2C.2.5] This review clearly described the dire status of the program after devastating cuts and its ability to provide services to students with disabilities that are intimately tied to the college's goals and mission. As a result, the program was able to secure funding for a Program Specialist and resources to replace aging equipment through Student Equity funds.

OTHER METHODS USING ASSESSMENT DATA TO IMPROVE SERVICES

Additionally, the preparation of the *SSSP Plan* requires the Student Success Division report on the adjustments made to each of its core services based on prior year outcomes. The plan describes adjustments made to orientation, assessment, counseling and follow-up services. It also provides an opportunity to identify areas that require additional attention such as practices on exemption, retesting and recency.

An example of how assessment data provides a basis for improvement is found in the Early Alert Program. At its peak, approximately 800 students were identified as needing additional attention. Across time the number of identified students experienced a progressive decline. Conversations with faculty revealed two issues with the Early Alert Program. First, the deadline for early alert occurred too early in the semester; second, the deadline occurred at the same time faculty were being asked to submit census reports. [2C.2.6] In response to this discussion, Student Services made the decision to separate early alert reporting from census reporting. Early alert reporting will now be done at the end of the sixth week of class. This adjusted timeline not only allows the college to more accurately identify those students in need of assistance, but also allows time for meaningful intervention to occur.

Analysis and Evaluation

The College meets this standard. To provide for continuous improvement and ensure appropriate student support and services to its diverse student population, the college identifies and assesses learning support outcomes and uses assessment data to make methodological changes and improvements. The systematic program assessment, which includes learning support outcomes and the planning and development of the *SSSP Plan* and the *Student Equity Plan*, provide the college with the opportunity to assess learning and student outcomes in order to improve

programs and services. The cyclical nature of program review and the annual review and preparation of the *SSSP Plan* and the *Student Equity Plan* enable the College to use assessment data to continuously improve student support programs and services. Program review has been an effective tool for programs to analyze assessment data and connect resource allocations needed for improvement of support services. All programs have established student learning outcomes, assessment mechanisms, and have used assessment results to improve services.

Using the Early Alert Program collaboration as a model, the college feels that greater opportunity exists for student affairs and academic affairs collaboration to address recommendations for SSSP and Equity. As outlined in the *Changes as a Result of the Self Evaluation*, the ongoing data and planning collected through *SSSP* and *Student Equity Plans* will be shared more regularly through biannual reporting of the recommendations and action steps to the members of the Dean's Council.

The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

STANDARD 2C.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:

Evergreen Valley College uses a multi-faceted approach to ensuring equitable access to all of its students. The college utilizes the *Student Equity Plan* to support and move each student toward academic and personal achievement. By focusing on categorical programs, student equity, basic skills and student success and support program, students are ensured of many opportunities to achieve this success. This *Student Equity Plan* is created to further the College mission by focusing on the needs of student groups that have been historically underserved and may be disproportionately impacted. The equity planning process includes collecting and analyzing student success data disaggregated by ethnicity, gender and disability, foster youth status, veteran status, and low-income status to pinpoint areas of strength and need. These data are then used to design a work plan that focuses on areas of need.

In the review of EVC student data, the following figure shares the goals that were outlined in the *2015 Equity Plan*

Goal	Timeline	Targeted Population	
Increase access by 5%	Spring 2016 – Spring 2020	Students who identify as White, Native Americans, Individuals with Disabilities, Foster Youth and Veterans	
Increase course completion by 5%	Spring 2016 – Spring 2020	Students who identify as Foster Youth, Individuals with Disabilities, Veterans.	
Increase basic skills pathway completion by 5%	Spring 2016 – Spring 2020	ESL English - Students who identify as • Individuals with Disabilities • Latino • Male	Math – Students who identify as • Individuals with Disabilities • African American/Black • Hispanic/Latino
Increase degree and certificate completion by 5%	Spring 2016 – Spring 2020	Students who identify as Individuals with Disabilities, White, Male, Veteran, Foster Youth, OASSISS (AB540)	
Increase transfer rates by 5%	Spring 2016 – Spring 2020	Students who identify as Individual with Disabilities, Male, White, Veteran, Foster Youth, OASSISS (AB540)	
Each goal listed above has a work plan linked to it that is available in the 2015 Equity Plan.			

As indicated in Standard 2C.1, Evergreen Valley Colleges serves a primarily day student population with a stable evening population. Currently, its services are proportionately and appropriately geared to day students with some evening services and a commitment to reach out to meet the service needs of the Distance Education students. The college utilizes technology to equalize access to student services during the day or evening and on or off campus. It allows students to explore the college, apply for admission and financial aid, register for classes, and make appointments for assessment, orientation, and counseling. Also, each support program in Student Services has its own webpage with access information to its services.

The college ensures appropriate services with equitable access to all students. For example, at any time or place future students can apply online and get an almost immediate acknowledgement that their application is received. [2C.3.1] Within 48 hours, they get a notification [2C.3.2] with their student identification number, which takes them to the Steps for Student Success and allows them to sign up for assessment services followed by an orientation session available in English, Spanish and Vietnamese. [2C.3.3] During Orientation students meet with a counselor to build an Abbreviated Student Educational Plan (ASEP) and register on-line. [2C.3.4] If they have not already done so, they can also apply for Financial Aid. They can also access general and academic support programs many of which have bilingual staff.

Continuing students can add or drop classes, pay fees, make counseling appointments or ask counseling question online. [2C.3.5, 2C.3.6] They can also file a petition to reinstate their registration priority and eligibility for the BOG Fee Waiver . In the near future, they will also be able to order transcripts online and have access to a fully functional degree audit utility.

The college is committed to providing comprehensive services with equitable access to all of students. Recognizing the need to formally assess the needs of evening students, the student success is preparing a survey to all evening only students to assess and meet their service needs. Since data shows Distance Ed students succeed at a rate lower than students on campus [2C.3.7], it is important to take the comprehensive approach that the *Substantive Change Proposal* suggests to meet the needs of this growing population. The College is also in initial stages of negotiating and implementing an online orientation; Cynosure News Media, Inc. is the vendor under consideration.

The college ensures equitable access to reliable services is provided to all of its students by personalizing services. With limited technology experience, many students, especially those whose primary language is not English, need additional assistance. To better serve these students, Admissions and Records has initiated the MyWeb Assistance Center [2C.3.8]. There students get assistance in their language to learn to explore and navigate the EVC website and learn how to apply, register, and complete other transactional items online. Students also learn how to access information on all available special programs and resources.

Information and access to intervention services is sent to all students regardless of when and how they are taking classes. When early alert students are identified, regardless of whether it is an evening or online class, they are contacted and provided with information on resources to support their success. [2C.3.9] In most cases there are multiple contacts, and they are referred to counseling, success workshops, or counseling support. At the end of term, the academic standing of all students is determined, and those on probation or dismissal are informed, along with possible consequences and actions they can take to access services that will reinstate their good standing. [2C.3.10] Most recently, the College acquired the Grad Guru College App [2C.3.11] which will support the success of all students through push notifications, deadline reminders, college success tips and encouragement.

Although the college student population consists primarily of day students, EVC remains committed to assuring equitable, appropriate, comprehensive, and reliable services to all of its students regardless of location or delivery method. To that end, Evergreen Valley College has expanded and improved its use of technology and online services to ensure equitable access to all of its students. Online services can be accessed 24 hours per day, 7 days per week for individuals of all abilities. The SJECCD adopted a new website template to create a similar experience for all students at SJCC and EVC. The new, more user-friendly website includes the most current course schedules, an entry portal to the MyWeb registration page, and access to a comprehensive directory of online services for new and continuing students.

STUDENT SUPPORT ONLINE SERVICES	
Academic Affairs	Information including quick access to a complete listing of Academic Divisions & Departments, EVC graduation requirements, CSU and UC general education transfer curriculum information, and major sheets
Academic Calendar	Access to most current calendar with complete with pertinent student deadlines

Assessment Center	Information including Assessment Center hours, contact information to schedule an appointment, placement test prep materials and sample questions
Counseling	Counseling Services including orientation information, Counselor contact information, MyCounselor email advising, follow-up services such as Early Alert and Academic/Progress Probation & Dismissal
Career & Transfer Center	Services including a Transfer page with quick links to Assist.org, CSU Mentor, UC TAP, GPA calculator, Career & Transfer Events calendar and a wealth of other transfer–related information. In addition, there is a Career Services page complete with a virtual career planner, a variety of personality/skills assessments & career interest inventories, an array of career exploration resources via a quick links directory, a Career & Transfer Center Newsletter with the most current Transfer Information and Career Building Tips & strategies
Enrollment Services	Including access to CCC Apply online application, college catalog, schedule of classes, complete listing of degrees and certificates, office hours and general contact info.
Financial Aid/ Scholarships	Information including quick access to online FAFSA application, office location, hours and contact info, how to apply, types of aid, scholarships, BOG fee waiver, student loans, relevant forms and deadlines
Special Academic Programs	A comprehensive directory of including AFFIRM, ASPIRE, Distance Education Program, ENLACE, Honors Program, OASISS, Service Learning Program, WIN/CalWorks Program, Foster Youth Services and Veterans Freedom Center with web access to their respective pages
Student Success Workshops	24/7 Access to Online Student Success Workshops on topics such as Time Management, Exploring Careers & Choosing a Major, Exam Preparation Tips & test-Taking strategies, Setting & Accomplishing Realistic Goals and many more
Support Programs Directory	A comprehensive directory of including DSP, EOPS, Student Health Center, Learning Resource Center, Campus Tutoring, Library Services and Computer Individual Instruction Program with web access to their respective pages to obtain services

The Distance Education Program is a priority for the college. This is an enrollment modality that has been grown slowly and thoughtfully growing from 3.6% in 2011-12 to 5% in 2014-15. [2C.3.12] It represents an excellent way to increase access to the College's curriculum for those who are not able to attend traditional classes. In fall 2015, the Professional Development Center offered an Online Course Design workshop that introduced faculty and staff to the new Online Education Initiative (OEI) recommendations [2C.3.13]. Faculty members were encouraged to incorporate some of the OEI modules into the curriculum of their online courses. These modules include:

- Introduction to Online Learning
- Getting Tech Ready
- Organizing for Online Success
- Online Study Skills and Managing Time
- Communication Skills for Online Learning

- Online Reading Strategies
- Career Planning
- Educational Planning
- Instructional Support
- Personal Support Financial Planning

In spring 2015, EVC piloted its first Online Orientation through Adapt Courseware. Student, staff and faculty feedback was collected during the pilot. Though the content was deemed informative and comprehensive, there were some technical issues with the software that affected user navigation. Based on these findings, EVC has established an Orientation Core Service Team that will routinely evaluate and update online orientation content to ensure consistency with the in-person orientations. In addition, EVC made the decision to release its contract with Adapt Courseware and adopt Cynosure as its new online orientation provider. [2C.3.15] As noted in the Changes Arising from the Self Evaluation, in 2016-17, EVC will work collaboratively with district ITSS, the Online Orientation Core Service Team, Counseling faculty, and Student Success staff to create a new Online Orientation aligned to Title 5 requirements.

To increase in-person access, EVC Counseling continues to offer in-person orientations in both Vietnamese and Spanish. The Assessment Center has extended its testing hours into the late evening. The EVC Outreach Department continues to increase access by partnering with local district high schools. Outreach offers offsite testing at 6-10 local high schools annually.

In addition, the Student Services Division established an Information Hub at the entrance of the Student Success Center. This welcome center is staffed by Student Success Ambassadors who serve as peer mentors to new students. The Student Success Ambassador Program (SSAP) will also begin an innovative SSAP Information Hotline [2C.3.16] that will further enhance the student experience.

Finally, the College has policies and procedures for students to lodge complaints in a variety of areas, including grade disputes, discrimination, and other areas affecting student engagement and involvement at the college. In chapter 8 of the *EVC Catalog*, all policies of the district are described. Students are informed of their right to file complaints related to sexual harassment or discrimination as well as their right to file student grievances. Procedures to do so are delineated. Standard of behavioral and academic behavior and consequences (student discipline) are also included. This information can be accessed online, in the *EVC Catalog*.

- BP 5500: Standards of Conduct
- AP 5520: Student Discipline
- AP 5530: Student Rights and Grievances

Analysis and Evaluation

The College meets this standard and fulfills eligibility requirement 15. As a result of improving the College's website and online services, EVC has been able to serve more students and enhance the quality of their new and continuing student experience by providing the most up to date information and easy web access to all of the college programs and services. In progress is the development and implementation of an online orientation. EVC has established the Professional Development Center (PDC) in fall 2015 to foster the integration of the OEI

modules into new and existing online courses. Additionally, the College has received approval of its *Substantive Change Proposal* on Distance Education.

To facilitate the college's progress on providing meaningful services to DE students, student services will survey DED students to evaluate effectiveness of services and identify areas needing improvement. Details are outlined in the Changes and Plans Arising Out of the Self-Evaluation Process.

EVC has also increased in-person services through the establishment of a Student Ambassador-led Information Hub, Innovative New SSAP Information Hotline, and extended hours in all major programs including evening assessment hours.

STANDARD 2C.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

Per Board Policy 5700, EVC 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. The College is overall responsible for ensuring the co-curricular and athletic programs are conducted with sound educational policy, meet standards of integrity, and have proper accounting controls in place.

Student Activities are guided by the belief that college learning extends beyond the classroom. Leadership and co-curricular events and activities provide a "laboratory" for learning within a collaborative environment. Student activities augment classroom instruction by fostering unique and expanded educational and cultural experiences. These experiences support the college mission by preparing students from diverse backgrounds to succeed academically and be civically responsible global citizens. They also foster personal growth and facilitate interaction between students, faculty, and administrators from varied backgrounds in diverse settings through organization of social and recreational activities.

Understanding that the definition of student activities includes co-curricular as well as social and cultural activities, a wide range of multicultural and diverse activities is encouraged and sponsored by the students, faculty, and administration. Many student activities are supported by the Associated Students of Evergreen Valley College (ASEVC) in cooperation with various campus organizations. Programs are funded through the $5 per semester ASEVC Activities/Membership fee.

During the spring 2015 semester, the ASEVC co-sponsored a series of Title IX related forums. The ASEVC leadership declared the month of April to be Sexual Assault Awareness Month and co-sponsored and organized activities around this theme. This was a collaboration between the ASEVC, Title IX Coordinator, Office of the President, and Office of Student Life. Four separate forums were scheduled on sexual harassment where students and campus employees learned about campus safety, types of assaults, interventions to stop assault, and resources for

survivors. The ASEVC also organized a Student Action Day, where students signed a petition and wore teal ribbons that represented a "zero" tolerance for sexual assault. [2C.41]

The Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) is a society of students, faculty, and staff dedicated to fostering the success of Chicano/Hispanic and Native American students to attain advanced degrees, careers, and positions of leadership in science. The EVC SACNAS chapter focuses on STEM outreach to minority precollege students, peer mentoring, and professional development activities. [2C.4.2] The chapter organizes an annual outreach event hosted on campus where nearly two-hundred students from the East San Jose area participate in STEM related workshops. Faculty from the Math and Science Department facilitate the workshops, and faculty from the Counseling Department explain the systems of higher education and review careers in the STEM field.

Students from SACNAS also host an annual science and holiday event at the Santa Clara County Fairgrounds during the month of December for low-income children from East San Jose. Invitations are mailed to elementary schools inviting students and their families to participate in a science competition. In December 2015, children created rockets and launched them as part of a science competition. [2C.4.3]

The College is committed to conducting its athletic programs with sound educational policy and standards of integrity. An integral part of California's extensive community college system is the California Community College Athletics Association (CCCAA). As authorized by the State Legislature, the Education Code provides the CCCAA the opportunity and authority to establish the rules and regulations to administer the athletic activities of student-athletes in the state. The CCCAA documents all governance aspects of the intercollegiate athletic programs, including recruitment, eligibility, college and conference responsibilities, playing rules, competition/ participation, due process, appeals and penalties, contests and seasons of sports, post-conference competition and administration, policy change processes, finance, and awards program procedures. [2C.4.4] The Athletic Director (AD) at EVC ensures compliance by:

- Ensuring coaches complete the General Training Course [2C.4.5]
- Ensuring students clear eligibility requirements [2C.4.6]

At Evergreen Valley College, sports are considered educational in nature. The sports programming 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 contacts the counselors to verify all student-athletes have completed the appropriate paperwork. The coaching staff schedule time for student-athletes to meet with the athletic counselors during non-competitive times of the year to assist students with scheduling courses for upcoming semesters.

The student-athletes submit progress reports to the coaching staff twice per semester. [2C.4.7] The women's soccer team dedicates a room for "study hall" where students gather and offer support to one another in accomplishing assignments. Additionally, the AD works closely with Admissions & Records verifying regularly that the student-athletes are enrolled in a minimum 12-units.

The funds of ASEVC and student organizations are housed in Business Services through Student Accounts where a dedicated employee is assigned to monitor and manage their accounts. The ASEVC and the student organizations it governs undergo an annual audit insuring compliance. [2C.4.8]

Although the Athletic Director controls the day-to-day operations on intercollegiate athletics, it is the Dean of Social Sciences, Humanities, Arts, and Physical Education (SSHAPE) that oversees the budget, which is housed within the SSHAPE Divisions budget; internal institutional controls are provided by the EVC Business Services Office. [2C.4.9]

The Athletic Director and Dean of SSHAPE meet regularly and communicate through email.

Analysis and Evaluation

The college meets this standard. Per Board Policy 5700, EVC 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. EVC empowers and prepares students from diverse backgrounds to succeed academically and be civically responsible global citizens. 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. Co-curricular programs and activities are student-centered, provide opportunities for engagement, leadership development, and self-advocacy. Student Activities are guided by the belief that college learning extends beyond the classroom. Leadership and co-curricular events and activities provide a "laboratory" for learning within a collaborative environment.

Although co-curricular activities are ongoing, not having a Full-time Director of Student Activities and Development has resulted in a diminished number of campus activities. As a result, students lose the opportunity to participate regularly and engage in campus life. A Full-time Director will be hired in the spring semester.

The College is committed to conducting its athletic programs with sound educational policy and standards of integrity. An integral part of California's extensive community college system is the California Community College Athletics Association (CCCAA). The funds of ASEVC and student organizations are housed in Business Services through Student Accounts where a dedicated employee is assigned to monitor and manage their accounts. EVC maintains control of each of these programs, including their finances.

The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

STANDARD 2C.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 is committed to supporting student development and success by providing counseling and academic advising programs to orient students and ensure that they understand their program of study requirements and receive timely, useful, and accurate information including graduation and transfer policies.

The college provides counseling and academic advising programs to support student development and success by initially engaging first-time students in pre-enrollment activities such as filing an admissions application, participating in assessment at their home high schools and signing up for orientation. These pre-enrollment activities are usually conducted off-site by the Outreach Specialist who recruits graduating seniors from feeder high schools to the Early Admissions Program (EAP). In the spring semester, EAP students are signed up for "Days at the Green" [2C.5.1] where they are greeted by information tables staffed by Special Programs at EVC. Future students sign in to obtain their assessment scores and are assigned to an orientation conducted by Counselors where they build Abbreviated Student Educational Plans (ASEP) [2C.5.2]. Then students go to a registration area where Student Ambassadors assist them to enroll in classes. They are reminded that they need to make individual appointments with a Counselor to develop a Comprehensive Student Educational Plan (CSEP). Since so many of these high school students come with their parents, an informational session is available to them. This session is designed to help parents to understand the transition from high school to college and how to support their graduating senior, as the seniors begin their college journey. Financial Aid also offers informational sessions to students and parents.

Student Ambassadors at the Hub

First-time students that don't come through the EAP must still participate in the in assessment, orientation, and meet with a Counselor to develop an ASEP. Although students can make appointments for any of these services online, they must still come to campus to receive them. The College is committed to implementing an online orientation through Cynosure and online counseling through Braniac Café. It is still not known how the new common assessment (CCCAssess) will address remote testing and effect EAP assessment at the local high schools.

Throughout the students' academic journey, counselors work with them during appointments initiated by the student or by the department for follow-up purposes. Special programs generally have more frequent and consistent contact with students as required by their special program requirements. For example, EOPS requires three counselor contacts per semester.

A major event that engages continuing students to stay on course each semester is *Know Your Next Steps to Success*. The primary objective is to provide proactive academic advisement to students before registration for the following term begins. This ensures that students register for the right course in following their academic plan; this event is held is a festive way in the quad in front of the Student Services building. Workstations are set up for counselors outside, raffles are held, and refreshments are available (root beer floats in spring and hot chocolate in fall). [2.C.5.3]

The college provides professional development to faculty and others responsible for advising by offering opportunities to attend relevant conferences and trainings in the area of transfer, articulation, and student success. Training is also provided to faculty and staff on the technology tools and software that is needed to provide advising service to students. Faculty mentors also provide support to incoming full-time and adjunct counselors. Of special note is the engagement and training of administrators, faculty, and staff on the Common Assessment and Multiple Measures Task Force in preparation for its implementation in October 2016. [2C.5.4] Task force members have attended two trainings and participated in additional training on July 29, 2016. The Student Success Division also conducts regularly scheduled meetings to keep staff updated regarding ongoing local and statewide activities and focused on the EVC Student Success Model. [2C.5.5] The meetings keep the division firmly grounded on the Student Success Task Force Recommendations that were initiated from the reform brought on by the Student Success Act of 2012.

The college provides initial orientation for students to ensure they understand the requirements related to their programs of study by designing orientation content that includes the mandated topics below [2C.5.6]:

1) Academic expectations, progress and probation standards pursuant to section 55031.
2) Maintaining registration priority pursuant to section 58108.
3) Prerequisite or co-requisite challenge process pursuant to section 55003.
4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621.
5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed.
6) Academic calendar and important timelines.
7) Registration and college fees.
8) Available education planning services.
9) Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students.

Following Orientation, EVC ensures students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies via continuing contact with student in special programs and through counseling appointments in general counseling. Students also receive information via the Grad Guru App messaging [2C.3.11], which pushes timely and accurate notifications to prospective, new and

continuing students. Special outreach messaging to undecided students, near graduates and those engaged in transfer agreements is done at various point in the semester.

The Early Alert and Student Intervention Team also provide timely, useful and accurate information. Students identified through the Early Alert Program (1038 for spring 2016) all get an email and follow-up calls by special programs, tutoring, and division staff and are directed to appropriate services. [2.C.5.7] The Early Alert Team is evaluating its intervention efforts to see how many students on early alert successfully completed their course(s).

At the end of the term when grades are posted, students on probation and/or dismissal (1100 in spring 2016) are notified of their academic status and actual or potential loss of priority registration and BOG Fee Waiver eligibility. [2.C.5.8] With these increasing consequences, every effort is made to get students back on track, through required participation in Back to Success Workshops [2.C.5.9] , Blue Print for Success classes , required tutoring and closer monitoring of progress toward their educational plan by the Financial Aid Office.

Another method of delivering accurate information about relevant academic requirements, graduation, and transfer policies, and information about how to succeed is the Counseling curriculum . Since students are required to identify a program of study before completing their first 15 units, some will need career assessment and career development courses. Others may opt for career exploration activities such as personality and skills assessment inventories; e.g.; Meyers Briggs, Inner Heroes, and Eureka. *Know Your Major Workshops* [2C.5.10] and UC and CSU Transfer Brochures all help students clarify and solidify their educational goals. These activities all assist the counselor in advising and developing viable CSEPs.

At a Glance Counseling and/or academic advising programs that support student development and success include:

General Counseling	The primary goal of Counseling is to provide opportunities for students to clarify and achieve their academic and personal goals. Students are required to meet with counselors on a regular basis to monitor academic progress and update their Educational Plan (Ed Plan).
AFFIRM	AFFIRM is an academic program focusing on African American students which emphasizes the successful completion of the “cognitive core” areas of study. The program identifies the English, Math, and Science disciplines as the “cognitive core” because these three disciplines lie at the heart of a student’s academic achievement and performance throughout the general/transfer educational curricula. A Guidance course is also offered as part of the program. AFFIRM is designed to increase the retention, matriculation, and transfer of African American students. Although specifically designed for African-American students, the program also serves students who are not African-American who desire the nurturing services that are offered by the program.

ASPIRE	The ASPIRE (Asian/Pacific Islander Resources for Excellence) Program at Evergreen Valley College is designed to increase the academic and personal success of Asian/Pacific Islander students, utilizing the commitment and skills of faculty, staff, and mentors. The program welcomes all students, regardless of their age, gender, or ethnic background, who may benefit from the nurturing services this program offers. The ASPIRE Program offers courses and limited copies of class textbooks. The ASPIRE courses employ culture-specific course materials and learning strategies. The Program also offers scholarships, tutoring, counseling and mentoring.
California Work Opportunities and Responsibility to Kids (CalWORKs)	CalWORKs provides services to parents receiving TANF (Temporary Aid to Needy Families) or cash aid. The CalWORKs Program is under the WIN (Workforce Initiative Network) umbrella of programs. The WIN/CalWORKs Program offers degree and vocational training programs for TANF students.
Career & Transfer Center (C&TC)	The CTC mission is to help students to achieve their career and transfer goals by providing students with the tools and guidance to be successful. The Center services empower students of diverse backgrounds to identify a major or field of interest. Students are provided with an opportunity to prepare for the transfer process or explore the career trajectory of their choice. The CTC strives to provide educational equity by addressing the diverse needs of the EVC student population. Services and resources include: TAG (Transfer Admission Guarantee), Transfer Day, transfer workshops, university representative visits, university tours, and career/transfer-related resources. The Center is also a place to explore careers, choose a major, research and apply for jobs & internships, prepare for interviews, and connect with employers.
Disability Support Program and Services DSPS	The DSP program provides support services and instructional programs for EVC students with disabilities. It promotes student independence, and ensures that campus classes, facilities, and services are accessible to EVC students with disabilities. Some of the supportive services provided are: • Specialized Counseling Services • Classroom Support • Test-Taking Assistance • Priority Registration • American Sign Language Interpreters and Captioners • Tutoring • Alternate Media Formats
Early Alert (campus-wide)	The Early Alert program is a systematic and collaborative effort among instructors, counselors, support staff, and the District ITSS to identify, within the first six weeks of the semester, students who are in need of support and inform them of resources available to help them be successful in their courses. The goal of the Early Alert program is to promote and increase academic persistence, retention and success by intervening early in the semester for students who are struggling personally or in their classes. Tutoring and other appropriate student support programs follow-up this email with phone calls, inviting students to set up an appointment to meet with a counselor and/or seek tutoring.

Enlace	Enlace is an academic program supported by counseling, tutoring, community mentoring, and student organizations. Enlace serves underrepresented Chican@/Latin@ students of San José and nearby communities. The mission of the Enlace Program is to help Chican@/Latin@ students successfully complete the academic core (English, Math, and Science) and to guide Chican@/Latin@ students effectively through transfer and occupational courses in a timely manner.
Extended Opportunity Program and Services (EOPS)	Assists students in meeting the social, financial, and academic requirements of completing a college education. As a California-funded student support program, EOP&S is designed specifically for students who face financial and educational challenges. The mission of EOP&S is to provide access to financial and social support to successfully complete a program in higher education--whether a student seeks to transfer to a four-year institution, earn an associate degree or a vocational certificate
Equity Plus Center	The Equity Plus Center is an equity funded student support service designed to assist "at-risk" students on academic probation/dismissal or progress probation/dismissal status. The program provides educational planning, career planning, workshops, counseling, cultural enrichment activities, scholarships and tutoring, and referrals to on-campus and community resources.
Outreach & Advocacy Services for Immigrant Student Success (OASISS)	OASISS is a center designed to serve immigrant students in a safe space with personnel that is sensitive, knowledgeable and experienced working with AB540 students and DREAMers. Its mission is to provide DREAMer and immigrant students with the necessary tools and information to succeed in pursuing a higher education and professional career. The program goals include: • Strengthen a college-going and success culture among Dreamer Students • Counsel students about how to apply for AB540 and Dream Act benefits • Educational/career counseling and workshops in Spanish & English • Assistance in filling out Financial Aid applications (for qualifying students) • English as a Second Language (ESL) assessments at local centers • Supervision of student's academic progress • "Inclusive Community" program where students can interact, network and support each other • Provide resources to increase parental support and guidance
Southeast Asian American Student Excellence (SEAASE)	SEAASE guides students who have an interest in business and leadership towards: finishing a set amount of units or transferring to a 4-year college/university or earning a national, industry recognized certificate. The program offers: • Summer Bridge Program: A 4-week summer academic enrichment and leadership bridge program. • Workshops: Free workshops covering a broad range of topics related to the student's personal enrichment, including leadership development, exploring potential career goals, and more. • Leadership Planning: Help develop students into effective leaders while retaining their own cultural identity and connections. • Native Language Counseling: Counseling available in certain languages for native tongue speakers. Counselors can help students develop a plan to succeed in college and in the job market.

	• Computing tablets available to those students who qualify • Limited copies of textbooks available to loan for SEAASE courses • TI-84 Calculators available for students who are qualify
Student Service Learning	The mission of the program is to advance and integrate Community Service-Learning as an integral component of the student's education. The Center works closely with faculty members to create service projects that promote, cross-cultural awareness, civic responsibility, and social justice. The service projects permit students to take on real-world problems in their communities, and to become "part of the solution." A social justice Service-Learning paradigm fosters a generation of competent leaders committed to the advancement of equity, opportunity and social justice for all members of society.
Youth Empowerment Strategies for Success (YESS)	YESS serves former foster youth who wish to pursue a college education. The program assists former foster youth with all of the steps needed to sign up for classes. In addition, the program offers clients information on housing, employment, education, and money management. Additional benefits include: • A place to study and get homework questions answered • A computer lab and printing • A book lending library • Cafeteria vouchers for lunch

Analysis and Evaluation

The College meets this standard for its current population. 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. However, the *Substantive Change Proposal* which focuses on the intentional growth of Distance Education presents an opportunity for discussion to both Student Service and Instruction to dialogue and prepare to effectively and fully assess the needs of Distance Education students.

The Student Success division which includes Counseling and Advising is following Student Success mandates as closely as possible by offering an Orientation, Assessment, and Abbreviated Ed Plan for new students.

Specialized services and support by Special Programs and key follow-up services including Early Alert Program and Probation/Dismissal, help students stay on track with their academic program.

The Transfer and Career Center provides a wide array of informational material and hosts a variety of transfer workshops, events, college visits and one-on-one support submitting university admissions application

There are multiple and varied opportunities for faculty and other personnel responsible for advising to receive appropriate preparation and professional development for the advising function. Incoming faculty and advising personnel are vetted and grounded in the current reform initiatives. They also participate in intensive training and are assigned a mentor before they are fully integrated.

STANDARD 2C.6

> The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of student appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates and transfer goals. (ER16)

Evidence of Meeting the Standard:

Evergreen Valley College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The San Jose Evergreen Community College District and EVC are legally mandated to adhere to admission policies that are defined and administered by education code, board policy, and administrative procedures. These guidelines are the foundations that govern the overall admission policy for students seeking entrance into EVC. All students are required to submit a standardized admission application and must meet certain predefined criteria established by the State Chancellor's Office and in accordance with Title 5. Although California Community Colleges operate under an open non-evaluative admission policy for students, it still requires colleges to establish and define a governing policy for the admittance of students. This policy language can be found in Chapter 5 (Student Services) of the San Jose Evergreen Community College Board Policies in conjunction with Education Code Sections 76000, 76001, 76002, 76038, and Labor Code Section 3077. The following excerpt is from the *SJECCD Board Policy Manual*:

BOARD POLICY 5010

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Any person over the age of 18 and possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the District Chancellor or designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Labor Code Section 3077.

Although board policy provides a framework for governance of admission to the college, the policy does not establish or define the specific criteria used by students for admission. In order to be admitted to Evergreen Valley College, students must adhere to one of the following criteria noted below and defined in Chapter 5 (Student Services) of the San Jose Evergreen Community College Board Policies.

ADMISSION CRITERIA FOR HIGH SCHOOL STUDENTS

- Any student whose age or class level is equal to a matriculated 9th grade student is eligible to attend as a special part-time student for advanced scholastic or career/technical courses.
- Any student whose age or class level is equal to a matriculated 9th grade student is eligible to attend as a special full-time student.

- Any student enrolled in 10th grade may attend a summer session.
- The District Chancellor shall establish procedures regarding ability to benefit and admission of high school and younger students.

Criteria for admission to the college are made readily available for students through a variety of resources. The college's catalog is produced and available online to students; paper format is available through the Student Success Division Office upon request. The catalog is the primary resource for students in the interpretation of board policy and corresponding administrative procedure. Chapter 2 in the *Evergreen Valley College Catalog* specifically describes and ensures regulatory compliance with regards to the admission of students to the College.

ADMISSION EXCEPTIONS

The vast majority of students are admitted through the open admission policy and are not required to be evaluated prior to formal admittance to the college. However, there are three primary programs that do require pre admission evaluation in order to be admitted to the college. These programs include Nursing, Translation & Interpretation, and International Programs and Services. Students are required to complete both the standard application for admission and a separate program or departmental application for admission. The exception to the open admission policy is in place to ensure that students meet the departmental minimum standards for success within the program. It also serves to minimize subjective selection criteria and minimize bias. Program policies are published and distributed to potential program candidates through the departmental websites and college catalog. For example, the Nursing program has additional admission requirements and prerequisites (Anatomy, Biology, English IA) that students must complete prior to formal admission to the program. This allows the program to remain in compliance with separate Nursing Accreditation standards and ensure that students are adequately prepared prior to enrolling in Nursing specific coursework. International students must also complete a separate international application in addition to the college standard application for admission. [2C.6.1] This enrollment process is in place primarily to gather and satisfy the SEVIS legal requirements needed by the Department of Homeland Security to complete the I-20 document for admission to the United States. Again, students are made aware of the criteria for admission to these programs through the College's online and hardcopy catalog. Questions or issues may be addressed by the International Students Program and Services Office.

Additionally, the college defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. Students are required to declare a major program of study and select an educational goal upon submission of their initial application for admission. Selecting a major is the first step in creating and defining a student's educational pathway to complete a degree, certificate, and/or transfer. [2C.6.2] By selecting an initial major and educational goal, students are then guided to move through the college's matriculation process and formalize their educational goal through the assessment and advising process. Students are advised to complete the Steps to Success process. [2C.6.3] in order to ensure that they meet the mandated standards put forth by the Student Success Act of 2012. Below are the predefined steps for a student to complete their educational pathway.

APPLY FOR ADMISSION

Your first step to attending EVC is to apply for admission to the college. Complete and submit your application.

FINANCIAL AID

What is Financial Aid?
Learn about grants and loans available to help you pay for your EVC education.

ASSESSMENT AND PLACEMENT

What is Assessment?
New students are required to take placement tests for Math, English and Reading. These are not pass or fail tests. They help determine your level so your counselor can help you select the courses that will help you succeed. Sign up for your assessment test.

WHAT HAPPENS NEXT

After you take your test, you will receive your results. Take them with you when you visit your academic counselor, so you can choose the proper classes.

ORIENTATION

Attend a mandatory orientation session to learn about EVC, the process for enrollment, complete your student educational plan, and learn tips to succeed in college.

COUNSELING

Meet with an academic counselor to select your classes for the current semester and plan for future semesters.

REGISTER FOR CLASSES

It's time to register for your classes! Click on the link below to begin the process! Register for your classes

BUY TEXTBOOKS AND SUPPLIES

You can buy your textbooks at the EVC bookstore or online. Our bookstore staff is ready to help you find the right books and all the pens, pencils, and scantron forms you need.

ATTEND CLASS

Ready, Set, Go! You've completed all the steps and now you're ready to launch your college career. Good luck! We're here if you have any questions.

As shown in the sidebar, students have access to clear pathways on the EVC Admissions and Records webpage. Furthermore, through counseling appointments and creation of Student Educational Plans, students are further educated on general education, specific program admission (i.e. Nursing, Translation and Interpretation, International Students), degree, and transfer requirements. Students may also learn of special academic programs that may be available to them based on a number of criteria.

All pathways are clearly defined and are accessible to students in the Chapter 4 of the *EVC Catalog*. Each year prior to publishing, Chapter 4 of the catalog is sent to the Dean of Student Success and the Vice President of Student Affairs for any revisions necessary. Once approved the copy is available for the latest publication, assuring that the information is relevant and accurate.

All the requirements for graduation, certificates, and transfer to a four-year college or university are delineated in the *EVC Catalog*, Chapter 3C The CSU General Education requirements, as well as the Intersegmental General Education Transfer Curriculum (IGETC) for applications to CSUs and UCs are defined on pages 26-28. Also included are explanations of the Associates Degrees for Transfer.

The college has transitioned from paper documented to electronic Student Educational Plans. A Student Education Plan (SEP) is developed by counselors during their counseling appointments with students. Initially they begin with an abbreviated SEP, and it is followed up with a comprehensive SEP within the same semester. The comprehensive SEP is refined through the student's educational experience at EVC. [2C.6.4]

The college regularly evaluates admissions practices to ensure that the student population appropriately reflects the District service area and that equity gaps are identified (access, course completion, ESL and Basic Skills completion, degree and certificate completion, and transfer).

ACCESS

The Early Admission Program (EAP) serves as the major gateway for graduating students in EVC's feeder high schools. The primary target for the program is the East Side Union High School District (ESUHSD). The program contacts approximately 600 students each year, and a majority of students choose to enroll at EVC. This program results in approximately 500 students to enroll in courses prior to their graduating from high school. [2C.6.5] The goal is to recruit and attract more students from the college's immediate service area. Given the large number of Vietnamese (40%) and Latino (35%) students in the local community, Evergreen Valley College takes tremendous pride in providing services to students from disadvantaged backgrounds or who are less likely to go to college. This is in alignment with the EVC's overall mission in providing equity, opportunity, and social justice to students.

For ESUHSD students to take part in the EAP, they must first complete applications in November-December of their senior year, followed by assessment testing in January- February. These processes occur at their home high school with the help of the EVC Outreach Department to further ease the transition to college. The next step is participation in Orientation, which is done at the Days at the Green during the last week of April and first week of May. [2C.1.7] During this process, students get exclusive access to counselors to work on educational plans and can register on the same day for courses in advance of other new students. The EAP application encourages students to apply in the fall to align with the CSUs and UCs application cycle. This proactively engages graduating seniors who might not be ready to transfer to a four-year institution.

Pathways for all certificate, degree, and transfer opportunities are provided to students through the online *EVC Catalog*, and counseling appointments, major sheets and other materials are available in the Counseling Department. [2C.6.6], The Transfer and Career Center also provides information and literature to students as well as organizes visits with representatives from transferring institutions [2C.6.7]. Additionally, information is provided by counselors, and it is ongoing—first at initial contact with a counselor when the abbreviated SEP is developed and later through the comprehensive SEP when students are more likely to have an informed goal.

ADMISSIONS AND RECORDS GRADUATION PETITION PROCESS

The Admissions and Records Office Evaluations unit is responsible for the evaluation of graduation petitions and the posting of the degree and certificates. This process is coordinated between the Office of Student Success and Admission and Records. Students schedule an appointment with a counselor to complete a petition one semester prior to graduation. [2C.6.8]The graduation petition is then sent to Admissions and Records electronically to a secure virtual mailbox for a preliminary evaluation. This process includes several checkpoints to ensure that all requirements are met prior to the official posting of the degree or certificate on the official transcript.

Analysis and Evaluation

Evergreen Valley College meets this standard and fulfills eligibility requirement 16. The college has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. In accordance with SJECCD Board Policies and Administrative Procedures, EVC remains in strict compliance with the regulatory requirements for the admittance of students. Programs that require a supplemental application for admission are clearly delineated through the use of departmental websites and college catalog information. The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals by creating a systemic *Steps to Success* pathway which students are mandated to follow. By virtue of The Student Success Act of 2012, EVC has formalized programs and services aimed at keeping students on track and pointed towards success. This includes mandated assessment, orientation, educational

planning, and student follow up. New first time prospective high school students that participate in the Early Admission Program (EAP) are required to complete the mandated Student Success requirements prior to enrolling at Evergreen Valley College. The Office of Outreach and Recruitment works in conjunction with the Office of Admissions & Records and the Assessment Center to facilitate the delivery of these services. In order to provide better access for prospective students, many of the services are completed off-campus at the high school site. Although the Office of Outreach and Recruitment serves as the primary point of contact for prospective students, it is in noted that more collaboration is needed with faculty and deans from the academic disciplines. Students often have specific questions related to coursework in the major and degree requirements. The participation of faculty and deans from the academic disciplines would further enhance the quality of information provided to prospective students.

STANDARD 2C.7

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

Evidence of Meeting the Standard

Evergreen Valley College recognizes the importance of evaluating admission and placement instruments and practices to validate their effectiveness while minimizing biases. On October 1, 2015 the college migrated from the XAP CCC Apply admission application to the Open CCC Apply admission application. The Open CCC Apply admission application is an application developed and hosted by the State Chancellor's Office. The change allows the College to extract accurate applicant data and expand the scope of student information by the ability to customize the supplemental questions. In prior years, a large percentage of prospective students applied using the paper admission application which then had to be manually entered by staff in to the system. This created several barriers for students and slowed the process for admission and matriculation into the College. It also contributed to inaccurate or incomplete student data as many students were not required to complete all of the data fields prior to submission. The new Open CCC Apply application comes with a built in checking mechanism and self-help support tool that significantly improves the quality of data entering the mainframe Colleague system. This was a major sticking point for the Office of Institutional Research and Student Success in that it improved the accuracy of reporting data to State and Federal agencies. Although the new admission application is only a few months into the initial launch, the college is experiencing more students applying using the online admission application and fewer applying for admission using the paper admission application. In addition, many students are applying using their social security number which speeds the admission process and supports students when applying for federal financial aid.

EVALUATION OF ADMISSION SERVICES- STUDENT LEARNING OUTCOMES ASSESSMENT

A primary tool for evaluation of admission services occurs with Student Learning Outcomes (SLO) assessment. [2C.7.1] In 2012, the Admissions and Records Office developed SLO #1 to assess the use of technology by first time incoming Early Admission Program students. It specifically examined the use of technology in applying for admission, registering for coursework, and accessing records online. Results of the assessment survey clearly indicated that students preferred the use of technology in applying for admission and conducting business with the College. It was during this time period, that a decision was made to explore improving the admission application process. The College made a concerted effort to improve the admission application online service and

reduce the number of paper admission applications. As a result, this extended into our outreach and recruitment efforts at the local area high schools in that students preferred to submit an application online with guidance from an Outreach staff member. The launch of the new Open CCC Apply web based admission application was the result of an action plan derived from the original departmental SLO assessment cycle.

The development of SLO #2 in 2013 looked to examine the level of customer service provided by the Admissions and Records staff. This is relevant in that Admissions and Records -provides services and practices that are critical to the success of students. Although staff are not considered literal instruments, the service that they provide and quality of information they disseminate, most certainly can be considered a resource for students. It was the goal of the Admissions and Records Office to assess the quality of service to students. By assessing the core services provided by the Admissions and Records Office, it provided valuable insight into where to make improvements with regards to customer service. The results of the survey indicated that students preferred better service hours during the semester. This was particularly true during the opening month of the primary fall and spring semester. As a result, the Admissions and Records Office piloted extended office hours until 6:00 p.m. during the first two weeks of the semester and extended hours on Friday. This is a prime example of how the assessment of service hours in coordination with the SLO resulted in extended service hours for students. [2C.7.2]

Student Learning Outcome #3 and 4 are currently under the data collection phase for the 2015-16 academic year. SLO #3 seeks to assess student's awareness regarding their fee obligations at the college. SLO #4 seeks to examine the ability for students to navigate the graduation process in succeeding semesters. These are two more examples of how the Admissions and Records Office continuously works to evaluate instruments and practices. The SLO cycle spans a period from 2012 to 2016 and has resulted in significant improvement of services to students. This process is complemented by conducting program reviews at the departmental level on an established three-year cycle, providing an additional opportunity for evaluation and discussion of instruments and practices needing improvement on a continuous basis.

EVALUATION OF PLACEMENT INSTRUMENT

The approved testing instruments for EVC are the COMPASS: Reading, Writing, Math and ESL Listening and Reading Tests as well as a faculty-developed set of prompts as a writing assessment for ESL students. The CCCCO granted full approval for the Compass Algebra and Trigonometry assessment tests, and for the SLEP Form 4 Reading Comprehension test which expired in July 2014. The Writing Prompt also had full approval, which expired in March 2014. EVC conducted a validation study in March 2014 for the Writing Prompt and found that the writing prompt did not predict success in ESL based upon the placement decisions that were made. These findings prompted Student Services to have further conversations with the ESL department to determine next steps for future ESL placement assessments.

All of the above tests are administered in group format except for individuals who need special writing or reading assistance from the DSP program. In those cases, such students are referred to the DSP program. Foster youth who need special accommodations are also provided individual assessment tests.

It is EVC policy to use multiple measures. Counselors currently use multiple measures on a case-by-case basis. Along with Compass results, counselors consider:

- Transcripts from other colleges or universities indicating an equivalent level to what is offered at EVC
- Placement test scores from other colleges if placement test score or college catalog indicates a result that is equivalent
- AP scores based on requirements listed in the *EVC Catalog*
- SAT scores of 550 or above (individual area score; not combined)
- Course challenge process as determined by individual college departments
- Geometry (high school transcript listing two semesters with grade of 'B' or better in the course
- TOFEL and Compass results (and possibly an evaluated and approved foreign transcript) for international students

In terms of evaluating placement practices for minimizing biases, Student Services and the district Office of Institutional Effectiveness and Student Success have made efforts to evaluate the accuracy of the COMPASS placement instrument that is currently in place. A recent study released by ACT COMPASS indicated consistent "under-placing" of students—sometimes by one or two levels. Additionally, EVC examined the results of a plethora of credible research that indicated that COMPASS was misplacing up to 30% of students.

In light of the findings, and to help EVC respond to the need for a more accurate assessment and placement tool, the College Council approved the formation of the Assessment Task Force (ATF) in April 2016. [2C.7.3] The charge of the task force is to:

- Implement the new state-mandated Common Assessment exams.
- Implement mandated multiple measures of assessment, by using students' high school grade point average (GPA).
- Collaborate and communicate with other groups and institutions around California, including SJCC, the Multiple Measures Assessment Project, and the Common Assessment Initiative.
- Establish IT infrastructure to exchange data with CalPASSPlus, as part of the district's goal of sharing vital information with local high school districts.

ACT will be taking the COMPASS test off the market in the fall of 2016. As a replacement, California's Common Assessment Initiative (CAI) will complete development of its statewide online placement exams (CCCAssess) that will be available for use just as the COMPASS is discontinued—in time for spring 2017 registration. The ATF is also working on a companion project to develop multiple measures using the Cal-PASS Plus data system of high school transcripts and performance.

Recently, the Office of Institutional Effectiveness and Student Success analyzed 3,131 EVC students' high school cumulative GPA (HS CGPA) from raw data files provided by CalPASSPlus, the state warehouse of high school students' records, and then compared them to the HS GPA of a statewide sample of 383,152 students.

Results from the retrospective analysis show that the mean HS CGPA of EVC students who took English courses was 2.44, while the statewide mean was 2.38, a negligible difference. The distribution curves of the two populations were very similar: the standard deviation of HS CGPA for EVC students was .76, while statewide it was .79.

The Assessment Task Force concluded that there is no more (and no less) high school grade inflation among EVC students than there is at community colleges around the state. EVC will now be able to take advantage of existing statewide validation studies of HS CGPA as an assessment tool. The retrospective analysis is a large step forward to more accurate assessment of our students by using their HS CGPAs, which is the best predictor of college performance.

In addition, EVC has also been approved to take part in the Multiple Measures Assessment Project (MMAP). Through this pilot project, EVC will receive guidance with integrating the assessment course placement recommendations into Colleague, thereby facilitating student access to courses that are commensurate to their assessed skill level. This increased accuracy of placement will allow students placed in basic skills courses to advance to college-level English and math courses without unnecessary delay and therefore reach their educational goals and objectives in a timely manner.

Analysis and Evaluation

The college meets the standard. The college regularly evaluates admissions and placement instruments and practices to validate their effectiveness through Student Learning Outcomes and Student Services program reviews conducted on an established three-year cycle. Additional opportunities for evaluation and discussion of instruments and practices needing improvement are given through the Student Learning Outcomes update process. Moreover, the College Council approved the establishment of the Assessment Task Force (ATF) to monitor the implementation of the new state-mandated Common Assessment exams, to oversee and provide oversight for the Multiple Measures Assessment Project and the Common Assessment Initiative. (See Changes and Plans Arising Out of the Self-Evaluation Process)

In addition, the ATF serves as a platform for ongoing communication and collaboration between the district Office of Institutional Research and Student Success, EVC Student Services, and the departments of English, ESL, and Mathematics in order to establish documented processes for reviewing and validating cut scores that are course specific within each discipline. Full-time and part-time faculty within the English, Math, and ESL disciplines will have the opportunity to engage in a review of assessment instruments and determine cut scores that will be optimal for student success.

STANDARD 2C.8

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

Evidence of Meeting the Standard

Evergreen Valley College maintains student records permanently, securely, and confidentially, with provisions with secure backup of all files, regardless of the form in which those files are maintained. In addition, Evergreen Valley College publishes and follows the established policies for the release of students' records. In accordance with educational code 76200, Title 5 section 54600, and San Jose Evergreen Community College District Board Policy 5040 and Administrative Procedure 5040, Evergreen Valley College is required by law to maintain strict compliance regarding the privacy of students' records.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is 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.

FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

ADMISSION AND RECORDS

The Admission and Records Office at Evergreen Valley College serves as the official custodian of records for the College. It is charged with complying with the retention, destruction, and release of student records. The college takes great care maintaining student records in compliance with the Educational Code, FERPA, Board Policies and Administrative Procedures. In recent years, the college has strived to improve the maintenance of records and has moved towards maintaining them in digital format. Student application data is now stored in the College's primary ERP Ellucian Colleague System. Everything from student grades, to residency determination data is stored within the Colleague system for long term storage and convenient retrieval access. EVC publishes and follows the established policies for the release of student records. The policies and guidelines are available through the online *EVC College Catalog*, chapter 6, page 149. [2C.8.1] This policy specially describes regulatory language that ensures compliance with the maintenance of student records. Students are further made aware of their rights through the new student orientation process for all incoming students. [2C.8.2]

With regards to the release of student records, the college adheres to strict confidentiality standards through compliance with the following policies: This specific policy language can be found in Board Policy 5040, and Administrative Procedure AP 5040 per Education Code Sections 76200, Title 5, Section 54600. [2C.8.3; 2C.8.4]

Per the Solomon Amendment passed in 1996, the District must provide recruiting information to the military service (Army, Navy, Marine Corp, Air Force, Coast Guard, including Reserve and National Guard). Recruiting information includes name, address telephone listing, age or year of birth, level of education (freshman, sophomore), major or degree awarded for recent graduates. [2C.8.5]

RECORD STORAGE

Student records are maintained in a secure, locked, building and backed up virtually. Currently student records are not maintained in a fire proof environment, recommendations are being made to take steps towards this model. The college stores and maintains student academic and registration records securely and confidentially through the district's student information system (ERP) Ellucian Colleague. This system provides controlled access through a password-protected portal that offers two levels of access: read-only and user-access that permits specific users to make record changes. Access is further regulated through an approval process that limits individual users' access to various screens based on job classification and manager approval.

Admissions and Records (A&R) archives student's admissions applications online. Eighty percent of admission applications are received electronically using Open CCC Apply which is a secure platform. Twenty percent are paper admission applications, which are archived in a filing cabinet. Open CCC Apply provides back-up for 20+ years. The college is legally required to keep admission applications for five years. Hard copies of grading

documentation are maintained on site for five years, and then they are shipped to the warehouse for archiving. The warehouse has these records going back to the opening of EVC in 1975. [2C.8.6]

Incoming transcripts are electronically scanned, using the ImageNow document imaging system that A&R manages since the deployment in 2008. This system allows Admissions and Records to make transcripts available to counselors electronically. Degrees conferred are stored in the district's ERP Ellucian Colleague and also appear on the student's transcript. Paper student files are currently stored in a back office location that is only accessible to classified A&R staff. A&R is currently looking into adding a mechanical keyless lock for added security. Surveillance cameras are in operation in the A&R area when the office is open.

Analysis and Evaluation

The college meets the standard. The district has invested in upgrading the ERP Ellucian Colleague System [2C.8.7] to increase security and ensure confidentiality of student records through password protected access. The electronic student information system also protects the permanence of records by storing them in an online location that cannot be damaged by fire or natural disaster. This promotes the permanence of these student records. As part of the upgrade, the college followed with the (formerly Datatel) Colleague SQL Upgrade Migration project. This project entailed data migration and cutover from the former Oracle environment to the new Microsoft SQL environment. This multifaceted enterprise project took nearly 24 months to complete. In order to ensure a secure transfer of student academic records, members from the newly constituted district wide Colleague Core Group [2C.8.8] conducted extensive testing of the new SQL-based Colleague system with assistance from CampusWorks and ITSS. Through taking these additional measures, fifteen years of Enterprise Resource Planning (ERP) data was successfully migrated to the new Windows SQL environment in January 2016. [2C.8.9]

This enterprise project included the implementation of new hardware and system environments for Colleague production (live), development, testing and failover. It was dependent on the building of the new Data Center which was completed in December 2014. The new Colleague SQL environment now uses the College Reporting and Operational Analytics (CROA) reporting infrastructure which went live in August 2015 and replaces the Oracle Reporting Portal while providing additional capabilities. [2C.8.10] In preparation for utilizing the new system, CampusWorks conducted Business Process Reviews and Business Process Improvements in a variety of functional areas including Fiscal and Business Services, Human Resources, Payroll, Admissions and Registration, Financial Aid, Data Standards, Degree Audit, Counseling and Student Planning. Over time, this project has utilized the expertise from many resources including CampusWorks, Ellucian, ASR, Dasher Technologies, Gilbane, Product Vendors, ITSS staff and district wide members Colleague Core Group.

The upgrade was necessary because the current system would no longer be supported by the hardware vendor and hence, no longer capable of running all essential software updates. The new system now provides the entire District with an ERP platform that is up to date with enhanced disaster recovery and expansion for future growth. The new system upgrade was vital in facilitating the permanent, secure and confidential storage of student records.

With regards to the release of student records, the college strictly adheres to its established policies for the release of student records. In addition, all student records are confidential and protected by FERPA. The policies are in the *EVC Catalog* in Chapter 6: Academic Policies – Student Records which is available online online. EVC protects

student confidentiality, and it will not release any information from the student's record without written consent from the student. [2C.8.1]

CHANGES AND PLANS ARISING FROM THE SELF-EVALUATION

1. 2C.2: during joint deans meetings, sharing SSSP and Equity plan findings with academic affairs
2. 2C.3: Survey DED students on current support services
3. 2C.6: Create a work plan to provide greater collaboration between the Outreach Department and instructional deans and faculty
4. 2C.7: Adoption of multiple measures for student placement

EVIDENCE LIST

2C.1.1. SSSP
2C.1.2 Equity Plan
2C.1.3a EOPS Expenditure
2C.1.3b DSP Expenditure
2C.1.3c Financial Aid Year End Report
2C.1.3d CalWorks Expenditure
2C.1.4 Grants at a Glance
2C.1.5 Student equity and success workshop 2
2C.1.6 Student equity and success workshop
2C.1.7 Day at the Green
2C.1.8 Grad Guru
2C.1.9 Early Alert FAQs-Faculty
2C.1.10 SS Equity PDD Presentation
2C.1.11 Success data from counseling PR
2C.1.12 Student equity plan- above average compliance
2C.2.1 AP 5050
2C.2.2 Student services SLOs
2C.2.3 CalWorks SLOs
2C.2.4 C&TC SLOs
2C.2.5 DSP PR
2C.2.6 LALLRC meeting agenda January 2016
2C.3.1 Applicate received notice
2C.3.2 Email with student ID and steps to success
2C.3.3 Orientation schedule
2C.3.4 Abbreviated educational plan
2C.3.5 Add/Drop classes
2C.3.6 Counseling appointment online
2C.3.7 DED success rates
2C.3.8 MyWeb assistance center
2C.3.9 Early Alert Contact
2C.3.10 Probation letter
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2C.8.7 ERP Ellucian Colleague System
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2C.8.10 CROA Manual

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).

3A. HUMAN RESOURCES

STANDARD 3A.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 San Jose-Evergreen Community College District has established policies in recruiting and hiring to ensure that all personnel hired are qualified by appropriate education, training, and experience to provide and support programs and services for our students. These policies are outlined in the Board Policy Chapter 7 [3A.1.1] and posted on the District website.

HIRING GUIDELINES

Evergreen Valley College maintains the integrity and quality of its programs and services by following those established policies and procedures consistent with the California Code of Regulations, Title 5, Section 53000. [3A.1.2] Guidelines for selection of all employee groups (full- and part-time faculty, classified staff, and administrators) have been clearly delineated in the District *Screening Committee Orientation/Training: Process, Equal Employment Opportunity and Diversity in Recruitment and Hiring*. [3A.1.3] This document is updated as Title 5 or other regulations change, with the most recent update in September 2015. The document is available on the District website. The guidelines cover the development of job announcements/descriptions, the selection of screening committees, the development of assessment plan, the screening application materials, the screening of candidates, the recommendation of finalists, final interviews, reference checks, and candidate-approval process.

JOB DESCRIPTIONS/ANNOUNCEMENTS

The College administrators work with faculty and staff to analyze program needs in serving its student population. Staffing needs are based on College's program reviews and in the context of strategic planning. Those needs are then prioritized into faculty positions by two groups working in parallel: the Dean's Council and the Academic Senate. Each group begins the review and ranking process in early September, with the Academic Senate holding an open forum at one of its October meetings. Both groups then provide a ranked priority list of faculty positions to the President for consideration. [3A.1.4; 3A.1.5] Once a staffing need is approved by the executive team, the

District's Human Resources Office develops job descriptions under the hiring guidelines. Job descriptions 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 website under *Employment Opportunities.* [3A.1.6]

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 [3A.1.7]. 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 participate in diversity procedure training by the HR Office prior to their committee work. [3A.1.8]

To ensure that the College attracts a broad pool of applicants, HR Employment Services staff advertise classified, faculty (both full- and part-time), and administrative positions in a variety of outlets. Listings are posted on many websites, including the District website, the *California Community Colleges Registry*, the Higher Education Recruitment Consortium, CommunityCollegeJobs.com, CalJOBS, the *Chronicle of Higher Education* webpage, CareerBuilder.com, Craigslist, and other sites specifically related to the position announcement. In addition, the hiring administrator identifies position specific advertising, such as targeting select professional organizations. Jobs are posted for established periods of at least 21 days for classified positions, 30 days for classified supervisor positions, and 45 days for academic and management positions.

The College assesses and reviews the hiring processes through two key methods: Human Resources program review and evaluation of planning processes and systems. Every three years with annual updates, the HR department undergoes a program review where key performance indicators of production and efficiency are examined to make program improvements and request resource allocations.

Analysis and Evaluation

The College meets the standard. The College ensures the integrity and quality of its programs and services by employing qualified personnel, adhering to a thoughtful and thorough selection process. The College follows policies and procedures to make sure the hiring practice is consistent. Further, staffing requests come from the division directly related to the programs and students the position will serve. Finally, the District provides ongoing training and updates on screen committee selection while constantly looking for new venues to attract applicants.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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 District's Human Resources Office works with managers to refine job descriptions to align them with program and service needs. The *Minimum Qualifications for Faculties and Administrators in California Community Colleges* [3A.2.1] and the District Hiring Procedures [3A.2.2] are used to ensure qualifications of academic applicants. Job descriptions and announcements clearly list the minimum qualifications, skills, experience, and essential duties required for the position[32]. The development and review of curriculum and assessment of learning is part of the assignment in the faculty job announcement. [3A.2.3]

The minimum qualifications for each type of faculty position is stringently followed by the Human Resources Office and by the hiring committees in the screening process.

Following a job announcement, hiring administrators establish screening committees to review applications released by the HR Employment Services. 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. [3A.2.4; 3A.2.5]

In addition, interviews with the finalists ensure that each candidate meets these qualifications before a final list of candidates is sent to the President for his/her decision.

Analysis and Evaluation

The College meets the standard. The College, working with the District, develops job announcements to ensure qualifications of academic applicants meet the minimum qualifications by California Community Colleges Chancellor's Office. Screening Committees for faculty positions follow recruiting procedures strictly. Experience in teaching and curriculum development becomes a key component in evaluating candidates for faculty positions.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

[32] Compliant with ACCJC's Eligibility Requirement 14, Faculty.

STANDARD 3A.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. As with hiring of faculty, the College relies on the leadership and content knowledge of existing administrators to identify the need for staff and execute the classified prioritization process. The District refers to its vision, mission and values when composing job descriptions. These job descriptions list the qualifications necessary to meet the requirements of the job. [3A.3.1] Prior to any recruitment, the job announcement is reviewed by the Hiring Manager and Human Resources to ensure the current and emerging needs of the position are accurately reflected in the job announcement.

Job announcements list the minimum and desired qualifications for the specific position in recruitment. [3A.3.2] In addition, all job announcements require that applicants demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Applicants are required to submit 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.

Human Resources staff performs initial screening of all applicants to determine which candidates meet minimum qualifications and forward those applicants to the appropriate Screening Committee. The Hiring Manager 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 staff, determine qualified candidates. The Hiring Manager then makes the final decision on the successful candidate.

Currently Evergreen Valley College has two Executive Administrators and eight Academic Administrators. Four of these administrators exceed minimum qualifications by having both a Master's and Doctoral degree. All other personnel who are responsible for the educational programs and services the college provides to students are thoroughly screened for minimum qualifications by the Human Resources department, the screening committee, and the hiring manager.

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. In addition, the Equal Employment Opportunity Officer reviews the job announcements to ensure compliance with ADA and conformity with the College's Equal Employment Opportunity plan.

Analysis and Evaluation

The College meets the standard. Administrators and other employees responsible for the educational programs and services delivered to students possess the qualifications necessary to perform duties effectively. Strict adherence to minimum qualifications, along with the structured screening, interviewing, and hiring practices of the College, ensure that fully qualified candidates who will support the mission of the College are selected for employment.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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

The District follows California Community College standards [3A.4.1] to establish minimum qualifications. Each applicant is required to submit official transcripts when applying to a position, along with other application forms, cover letter, references, etc. 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 in District HR webpage. [3A.4.2]

The faculty equivalency process, revised by the College's Academic Senate, 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. [3A.4.3] The job applicant is responsible for submitting the required forms and supporting documents to assert an equivalency. [3A.4.4] The equivalency process includes a review of transcripts and course descriptions. In the case of classified applicants, HR staff has developed general guidelines for determining equivalence. Those forms and guidelines are included in the Screening Committee Training/Orientation handouts.

PART-TIME FACULTY EQUIVALENCY

The Hiring Administrator submits an Intent to Hire form to the Campus Personnel Services Coordinator along with a copy of the application and an unofficial copy of any transcripts (or an equivalency form from an approved agency). The Coordinator then reviews each application to verify that the potential faculty member has the minimum qualifications required for the position. The potential faculty member must have graduated from an accredited institution to be considered for employment.

Additionally, degrees from institutions outside of the United States may be used to meet the College's educational requirements provided that an evaluation, in English, is conducted by a professionally recognized evaluation service, prior to submission of the application materials [3A.4.4]. 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-US institutions have been granted equivalency from a professionally recognized evaluation service.

Analysis and Evaluation

The College meets the standard. 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. For Administrator or Classified positions, if a degree is from a foreign institution, evaluation is required by an approved agency to verify that the degree meets minimum qualification.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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 faculty, management, supervisor, confidential, and classified staff. 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 faculty, staff, and administrators are available on the District HR webpage. 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, and respective department and program meetings. [3A.5.1]

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. [3A.5.2] 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. [3A.5.3; 3A.5.4] 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 [3A.5.5] each year tenure-review is completed and the original report is placed in the tenure-track faculty member's personnel file. 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. [3A.5.6]

The President notifies the 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. [3A.5.7] 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. 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
- If applicable, Improvement Plan

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 entire 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. [3A.5.8] 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.

Part-time Adjunct Faculty Evaluation

Part-time adjunct faculty evaluation occurs in the first semester of service, and at least once every six semesters thereafter. 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% of a full course load, which is the minimum to be considered for SRP.

Adjunct faculty assigned a load of 33% 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% 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. [3A.5.9]

ADMINISTRATOR EVALUATION

Management and supervisory personnel are evaluated in accordance with Education Code 87663 [3A.5.10] and District Board Administrative Procedure 7150 [3A.5.11] and are completed in a timely manner. During 2014-2015, the Manager, Supervisor, and Confidential Council (MSCC) updated its employee handbook, [3A.5.12] which clearly outlines the procedure for administrator performance evaluation. [3A.5.13] These new procedures are being implemented beginning 2015-2016. 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 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 staff, 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.

CLASSIFIED EMPLOYEE EVALUATION

Classified staff 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 staff from the District HR Office on a regular

basis and conducts evaluations in a timely manner. Probationary classified employees are evaluated three times during the first year of employment, after their 3rd, 6th, and 11th months of employment. After the probationary period, all employees are evaluated annually on the anniversary date. The intent of the evaluation process is to help employees improve their performance. [3A.5.14]

Analysis and Evaluation

The College is improving itself to meet the standards. Working with the District HR Office, the College has established and followed a routine cycle to evaluate its faculty, staff, and administrative needs at all areas of the College. The College also uses the results of these evaluations to ensure an administrative structure and faculty and classified staffing level that focuses on program needs and reflects the institution's mission and goals.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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.

Evidence of Meeting the Standard

The College evaluates academic administrators on how well they use the assessment of learning outcomes to improve teaching and learning. The faculty complete a self-evaluation that addresses his/her participation in the creation/assessment of student learning outcomes (SLOs) and the use of the assessment data to evaluate/improve instruction and/or program.

The Student Learning Outcomes and Assessment Committee is a standing committee of the Academic Senate that is charged with:

- developing procedures related to Institutional, Program, and Course SLOs, their assessment and reporting of same.
- providing guidance and support to faculty and staff in the development of SLOs and SLO assessment tools at the course and program levels, as well as in aligning SLOs across the three levels: course, program and institutional, as well as Service Area Outcomes.
- organizing professional development activities related to SLO assessment.
- organizing and implementing a plan to assess Institutional SLOs for the College.
- coordinating with Division Deans and administrative staff to review and maintain processes, and ensure current practices are relevant, meaningful and appropriately linked to the Program Review Process.

In April 2014, the College was put on probation for failing to meet Standard 3.A.1.c from the last comprehensive evaluation: "Faculty and others directly responsible for student progress towards achieving student learning outcomes should have, as a component of their evaluation, effectiveness in producing those learning outcomes." The Board of Trustees made compliance a priority and the District negotiation team was able to work with MSCC and AFT 6157 to include new language in the bargaining agreements that meet the requirements of Standard 3.A.1.c. As a result, in June 2015 ACCJC removed the College from probation. [3A.6.1].

ADMINISTRATORS

The District has made significant progress in this area. The Board of Trustees approved a revision to the academic administrator evaluations and job descriptions to include Student Learning Outcomes.

The administrator evaluation now includes the following language: "The administrator participates in student learning outcome assessment by effectively leading those directly responsible for student progress." [3A.6.2]

The administrator job description includes the following language: "Provide leadership for program review, including program improvement and development; systematic assessment of student progress and learning outcomes; review and recommend changes to maintain relevance of division programs to meet student and community needs." [3A.6.3]

FACULTY

As part of the negotiations between the District and the Union addressing faculty evaluations and assessing SLOs, a component to assess Student Learning Outcomes was added to the faculty evaluation process: [3A.6.4]

> 19.10.3 Self-evaluation: the adjunct faculty member shall provide a self-evaluation that addresses student success and participation in assessing student learning outcomes (SLO's) and the use of data to evaluate/improve instruction and/or program.
>
> 20.8.7 Self-evaluation: The tenure-track contract faculty member shall provide a self-evaluation that addresses instructional/non-instructional experience, student success, curriculum development, other related topics and participation in assessing student learning outcomes (SLO's) and the use of data to evaluate/improve instruction and/or program.
>
> 22.7.7 Self-evaluation: The tenured faculty member shall provide a self-evaluation that addresses instructional/non-instructional experience, student success, curriculum development, other related topics and participation in assessing student learning outcomes (SLO's) and the use of data to evaluate/improve instruction and/or program.

These articles include the requirement that all faculty (including adjunct) have SLO assessment as part of the evaluation. On the Summary Evaluation Form, the Administrator conducting the evaluation indicates if the faculty member participates in faculty responsibilities such as Assessment of Student Learning Outcomes. All faculty evaluations performed after February 10, 2015 have used the new faculty evaluation forms outlined in Articles 19-22 of the Collective Bargaining Agreement.

In addition to including SLO assessment in self-evaluations, updated comprehensive and annual program reviews in academic programs address how SLOs are implemented, assessed, and used to evaluate effectiveness towards increasing student success. [3A.6.5]

Analysis and Evaluation

The College meets the standard. Management evaluates academic administrators directly responsible for student learning on how well they use the assessment of learning outcomes to improve teaching and learning. Faculty

members complete a self-evaluation that addresses student success, participation in assessing student learning outcomes and the use of data to evaluate/improve instruction. The Deans make every effort to complete evaluations of both full-time and part-time faculty according to the evaluation cycles established by the AFT contract. At both the Deans' Council and Division faculty meetings, the need for timely SLO assessment and analysis is stressed. [3A.6.6] Every semester, results from these assessments are recorded on the College SLO Assessment matrix, which is accessible to the entire College and the public. [3A.6.7]

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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 that are student-centered and focused on student success[33]. The District uses a participatory governance process to gather input and make final position recommendations.

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 (See Standard 3C.1).

The process for requesting new faculty is clearly defined and has a two-pronged mechanism. [3A.7.1] Each academic dean provides data to support their requests, and they meet to determine a ranking of their desired positions. This list is sent to the President. Another list is compiled by the Academic Senate, and is also given to the President. The President can then choose one list over the other, or combine the requested positions into one list. Factors that are considered in the final decision of what positions to fill include:

- Engagement in SLO Assessment/Program Review
- College/Student profile and need for growth
- Enrollment patterns
- Vacancies due to retirement
- Emerging Occupations
- Ratio of full to part time faculty
- Institutional initiatives

[33] Compliant with ACCJC's Eligibility Requirement 14, Faculty.

- New mandates from the State, if any

The District maintains compliance with the "50 percent rule" of the California Education Code Section 84362 [3A.7.2], which requires that at least 50% 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 Student Success Committee, the Academic Senate, and the Distance Education Committee. 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.

In May 2014, as a result of a multi-year strategic planning process, the District published the Redesign Report for the timeframe of 2013-2017 [3A.7.3] The report addresses the Board of Trustees' goal for the Chancellor to complete a re-organization plan for the District that is driven by the District's mission, vision and values and is guided by the Student Success definition and policy. To that end, the District conducted an institutional study to prioritize needed positions and spread them over three phases of hiring. The District is currently in the third phase. The Faculty Hiring Process for each College is articulated on pages 90 and 91 of the Redesign Report.

In December 2015, an additional 22 full-time faculty positions for Fall 2016 were approved for hiring by the District, twelve for Evergreen Valley College and ten for San Jose City College.

Looking back to 2010, the District has consistently surpassed its Full-Time Faculty Obligation:

San Jose Evergreen Community College District Staffing

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Full-Time Faculty Obligation	234	234	215	208	199	224
Full-Time Faculty Actual	234.65	239.25	232	229.70	228.52	234.44

Evergreen Valley College Staffing

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic, Tenured/Tenure Track	115	114	110	103	114	104
Academic, Temporary	205	190	220	234	217	255

Analysis and Evaluation

The College meets the standard. There is a sufficient number of faculty to ensure the delivery of quality educational programs and services that meet its mission. The College refers to its strategic plan and operating budget standards to determine appropriate staffing levels for each program and service. The staffing plan is reviewed when vacancies occur or it is determined that additional faculty are needed. There is a specific process that is followed to determine staffing levels each year and a specific process to follow when vacancies occur. As shown above, the College meets the standard of maintaining a sufficient number of faculty to deliver quality education to its students.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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. In addition, in order to encourage adjuncts to be fully engaged in the life of the institution, the District provides a variety of opportunities for engagement.

ADJUNCT FACULTY ORIENTATION

Employment policies and procedures for Adjunct faculty are outlined in Article IX of the AFT Collective Bargaining Agreement [3A.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. Every semester the Teaching and Learning Center welcomes 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. [3A.8.2]

OVERSIGHT AND EVALUATION

Oversight of adjunct faculty is provided by the Dean of the department. 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 (see Standard 3A.5: Part-time Adjunct Faculty Evaluation). 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% 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. [3A.8.3]

PROFESSIONAL DEVELOPMENT

Professional Development opportunities for all full-time and adjunct faculty are coordinated by the Staff Development Committee. 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. 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 full and part-time faculty to enhance professional growth by rewarding payments for specific activities related to the faculty member's expertise. A Professional Recognition Committee 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 4 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 FA contract, and these policies along with PRC application forms are available on the PRC website. [3A.8.4]

Adjunct faculty are encouraged to engage in a variety of professional development activities both on campus and off. Adjuncts are offered the opportunity to apply for staff 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, Basic Skills Initiative Committee, Student Success Committee, College Advisory Council, Distance Education Committee, Hiring Committees, and the Professional Development Committee. Adjunct faculty serve as tri-chairs on the Accreditation Team. Adjuncts are also working on matriculation projects, student success initiatives, and more. In addition, some program coordinators (such as Early Childhood Education and Journalism) 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 meets the standard. Adjunct faculty are an essential part of the College and as shown above, there are policies, procedures and activities that provide for the orientation, oversight, evaluation and professional development of its part time faculty. In addition, the College extends a variety of opportunities for adjuncts to be involved in the life of the institution, and they may be the only faculty that teach particular courses. In many cases, long-time adjunct faculty eventually accept full-time tenure-track positions.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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 staff in sufficient numbers to support the institution's mission and purposes[34]. The College uses an integrated planning process of Program Review to ensure instructional, student and administrative areas are operating effectively. Program Review is a key component of the integrated planning and resource allocation model. [3A.9.1] It provides systematic, data-driven information that allows the College to examine the overall effectiveness of the institution. Moreover, Program Review is utilized to ensure appropriate resources are being allocated in order for the College to meet its mission.

In May 2014, as a result of the multi-year strategic planning process, the District published the Redesign Report covering the timeframe of 2013-2017. [3A.9.2] This report addresses the Board of Trustees' goal for the Chancellor to complete a re-organization plan for the District that is driven by the District's mission, vision and values that are guided by the Student Success definition and policy. To that end, the District conducted an institutional study to prioritize needed positions and spread them over three phases of hiring. The District is currently in the third phase. Program Review, Operating Budget Standards, and the unique needs of the college students are all taken into consideration when determining staffing levels.

In calendar year 2014, over 50 new full-time employees were hired in the areas of faculty, management and classified employment. In addition, over 1800 part-time and temporary workers, including students, were employed by the Colleges. SJECCD continues to rebuild staffing levels from the downturn during the recession, and are meeting the needs of its students and programs.

EVC	FTEs	Faculty & Staff	District Support	Total Employees
2011	3264	451	78	529
2012	3098	463	73	536
2013	2979	455	60	515
2014	2742	466	81	547
2015	2763	500	103	603

QUALIFICATIONS

To ensure accurate qualifications for positions, the District refers to the "Minimum Qualification for Faculty and Administrators in the California Community Colleges." [3A.9.3] The District HR Employment Services staff screens applications based on the minimum education and experience requirements as listed in the job announcements. 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

[34] Compliant, ACCJC Eligibility Requirement 8, Administrative Capacity.

screening committee members participate in diversity procedure training by the HR Office prior to their committee work. (See Standard 3A.1)

Analysis and Evaluation

The College meets the standard. There are a sufficient number of qualified employees to support the institution's mission and purposes as to meet ER 8. The College experienced significant reductions to the workforce over the period spanning from 2008 to 2012, and following the Re-Design process, it is in the process of rebuilding and strengthening its numbers. The College and District are committed to increase the hiring of sufficient staff to return to the pre-recession numbers.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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 institution's mission[35]. The College 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. (See Standard 3A.5)

The District also adheres to the Re-Design Report to ensure there are a sufficient number of qualified administrators. In May 2014, as a result of the multi-year strategic planning process, the District published the Redesign Report that covers the timeframe of 2013-2017. This report addresses the Board of Trustees' goal for the Chancellor to complete a re-organization plan for the District that is driven by the District's mission, vision and values and guided by the Student Success definition and policy. To that end, the District conducted an institutional study to prioritize needed positions and spread them over three phases of hiring. The district is currently in the third phase. [3A.10.1]

[35] Compliant, ACCJC Eligibility Requirement 8, Administrative Capacity.

EVC 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 six deans, three directors, seven supervisors and division Admin Assistants. (See Organizational Information)

Analysis and Evaluation

The College meets this standard. The College has a full complement of administrators, who each have supporting staff and is in compliance with ER 8.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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 that are available for information and review. All policies, as well as rules, regulations, and governing employment procedures can be found on the District website. [3A.11.1; 3A.11.2] Each administrative office makes such information readily available for reference and both District personnel and the public have access to this information. The District also adheres to collective bargaining agreements with AFT 6157 and CSEA Chapter 363. [3A.11.3; 3A.11.4] In addition, the District implements agreements made with a 'meet and confer' group "MSCC" that represents Managers, Supervisors, and Confidential Employees. All constituencies, including AFT 6157, CSEA Chapter 363, the Academic Senate, and MSCC, participate in shaping personnel policies and procedures through the District shared governance District Council.

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 Board Policy 3410, which addresses Non-Discrimination and Zero Tolerance for any type of harassment. [3A.11.5] The District has established procedures for handling and investigating any complaints of discrimination in the employment process, which can also be found on the District website. [3A.11.6]

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. Mandated trainings are conducted on specific key policies, such as sexual harassment, FERPA law, and non-discrimination. 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. [3A.11.7]

Grievance Policies

Managers are evaluated using the 360 approach, which calls for input on management performance from a cross-section of employee levels in the District, and allows for monitoring the fairness and equity of policy application. In addition, 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. [3A.11.6]

Analysis and Evaluation

The College meets the standard. Through contractual requirement and timely communication with the District, personnel policies and procedures are equitable, consistently administered, and available for information and review. By administering frequent training sessions, conducting professional development day activities, and having effective and regular evaluation of administrators and supervisors, the faculty and staff have ample information concerning their rights and responsibilities to the College and to the District.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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.

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).

REGULAR ASSESSMENT OF EQUITY AND DIVERSITY

On a regular annual basis, the Board of Trustees reviews the demographic composition of the employee workforce and the applicant pool. [3A.12.1] 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 Evergreen Valley College show that 57% of its employees are women and 43% are men. White employees comprise 36% of total workforce; of the 64% non-white employees, 26% are Latino (Hispanic, Mexican, Central American, South American), 27% Asian (Cambodian, Chinese, Japanese, Korean, Indian, Vietnamese, Filipino, Pacific Islanders), and 7% African American. [3A.12.2]

EVC Fall 2015

	Number	Percentage
African-American	33	6.6%
American Indian/Alaskan Native	2	0.4%
Asian	134	26.8%
Hispanic	129	25.8%
Multi-Ethnicity	1	0.2%
Pacific Islander	5	1.0%
Unknown	18	3.6%
White Non-Hispanic	178	35.6%
Total	500	100.0%

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. [3A.12.3]

Analysis and Evaluation

The College meets the standard. As evidenced by the Fall 2015 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 faculty and staff positions as to their commitment to working within the diverse college community.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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 strives to create an environment in which ethical and professional behavior are the fundamental touchstones of its culture. It expects employees to work with the highest degree of integrity in all aspects of their work.

The Board of Trustees established the framework for ethical behavior by revising and updating its own written Code of Ethics on January 10, 2012. This Code is published as Board Policy 2715 and articulates the Board's standards of behavior and ethical conduct expected from all its Trustees. BP 2715.1 sets forth the policy for addressing Behavior Contrary to the Code of Ethics. [3A.13.1]

All employees sign the Oath of Allegiance at the time of hire. [3A.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

Evergreen Valley College, in consultation with all constituent groups approved its five-principle code of ethics on October 4, 2011, as suggested in the Planning Agenda of the 2010 Accreditation Report. This Code is published on the Evergreen Valley College webpage. [3A.13.3]

Classified staff members of CSEA Chapter 363 have a Disciplinary Action section in their Collective Bargaining Agreement. [3A.13.4] Faculty members of AFT 6157 have Disciplinary Action section in their Collective Bargaining Agreement. [3A. 13.5]

Analysis and Evaluation

The College meets the standard. In addition to the Code of Ethics, the District has a number of Board Policies that set the expectation of ethical behavior from all its Trustees and employees. Given these points, it is clear that the College upholds a written code of professional ethics for all its personnel. The Progressive Discipline Process is used for any violations. [3A.13.6]

Board Policies Related to Ethical Behavior	
• BP 2710 Conflict of Interest • BP 2717 Personal Use of Public Resources • BP 3410 Non-Discrimination Policy • BP 3430 Consensual Relationships • BP 3550 Drug-Free Environment	• BP 3720 Computer and Network Use Policy • BP 7370 Political Activity • BP 7310 Nepotism • BP 7700 Whistle Blower Protection Policy

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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 places great importance on the Professional Development (PD) of all its employees. Therefore, PD is offered in many different venues within the District and is available to all segments of personnel. Assessment of the programs and activities is conducted after each event, and improvements are made as needed.

ALL EMPLOYEES

The College provides its workforce with training and professional growth opportunities to help them fulfill the requirements of their job and provide the best learning opportunities to the students served. College-wide events are offered that promote diversity and educate management, faculty and staff through guest speakers, brown bag lunch presentations and cultural events throughout the year. In addition, organized Professional Development Days are held for all employees. 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. The training is customized to fit the needs of both faculty and classified staff.

Training focusing on equal employment, diversity, safety awareness, mediation, and new IT platforms is held for all employees. Training on Title IX requirements, mandated reporting, the Injury and Illness Prevention Plan, and sexual harassment is required for all employees and given at regular intervals.

The College maintains training budgets for all employees and encourages staff to attend training and seminars to continually build on their expertise. A Center for Professional Development is maintained at each of the campuses. Its mission is to support faculty and staff in offering the highest quality teaching and learning at the College. [3A.14.1]

It is the intent of the District to promote educational activities for all its employees and therefore, the following articles have been included in each of the employee group agreements.

The *AFT 6157 Collective Bargaining Agreement* (Article 10, page 50) outlines the process for faculty to receive salary awards as recognition for professional growth. A Professional Recognition Committee is formed and charged with reviewing applications and recommending approval of sabbatical applications to the Chancellor, and verifying completion of planned activities for the award of professional recognition salary increments and sabbatical leaves. [3A.14.2]

The *California School Employees Association Bargaining Agreement* (Article 20, page 67) outlines the policy for classified employees to receive salary awards for completing professional courses. [3A.14.3]

The *Managers, Supervisors and Confidential Employees Handbook* (Article 3.5, page 6) discusses salary increases as recognition for professional growth. The Professional Recognition Committee is formed within the District to review applications submitted by MSC employees for Professional Growth salary awards. [3A.14.4]

The Professional Development Center seeks to support the entire College community (faculty, staff, and administrators) as they expand their professional practices. It serves as the hub for career opportunities and personal and professional growth. Weekly workshops on a variety of topics are provided and advertised via email and the College website. The Center hosts webinars, lectures, one-on-one training, meetings, and other activities. Following each event at the Center, participants are asked to fill out an evaluation form so that the Center Coordinator and the Professional Development Committee can use the data to inform decisions about future events. [3A.14.5]

In addition to the Professional Development Center activities, the College provides five training sessions throughout the academic year. These events serve to bring the campus community together to provide useful information and training on a variety of topics. Participants fill out online "lime surveys" after the events to provide feedback and suggestions on what worked well and what could be improved for the future.

The College is also a member of the Bay Area Community College District's Consortium (BACC), which is comprised of 28 colleges surrounding the San Francisco and Monterey Bays. The BACC provides opportunities for employees to participate in a wide range of professional development activities and trainings. [3A.14.6]

Finally, the College offers a variety of funding sources to help personnel attend conferences, courses, and workshops that will enhance and improve their skills. The President's Office piloted a matching grants fund during 2014-2015. In addition, Basic Skills Initiative and Professional Development funds were available to faculty and staff. In order to access these funds, requestors fill out a form which explains how the conference or workshop will help improve their ability to promote the mission and strategic goals of the College. After the event, participants share what they learned with the campus community through workshops, department meetings, and other reports.

FACULTY SPECIFIC PROFESSIONAL DEVELOPMENT

The District offers professional development opportunities directly, by conducting the following training:

Professional Development Days: There are normally four (4) days of the academic calendar year, three (3) with mandatory attendance, that are held for the purposes of conducting activities to address critical staff, student and professional development needs. The Staff Development Committee is responsible for planning activities, with input from all faculty members. Activities conducted on Professional Development days may include:

a. Staff development, in-service training, conferences, field trips, and workshops relating to teaching assignments and goals of the College.
b. Program and course curriculum development and evaluation
c. Learning resource development
d. Student personnel services, such as student advising, guidance, orientation, and matriculation services.
e. Institutional research as assigned by College supervisors
f. District, campus, departmental, or division meetings

Professional Recognition (PR): Faculty members are encouraged to continue their professional preparation through formal academic work or a specific professional endeavor. PR is earned through approved activities such as attending workshops, writing publications, completing independent study, or completing formal course work from an accredited college. The Professional Recognition Committee is comprised of six faculty members and three administrators who review professional recognition plans and proposals, evaluate completion of the plans, and award salary increases.

Sabbatical Leave: Sabbatical leave is encouraged and may be granted to full-time faculty members for the purpose of carrying out an approved program which will benefit students, instructors, and the District. Sabbatical leave is a means of enhancing the professional growth of faculty members through a variety of activities and experiences which have significant relevance to the specific assignment or retraining of the faculty member.

MANAGEMENT, SUPERVISORS, CONFIDENTIALS SPECIFIC PROFESSIONAL DEVELOPMENT

Dean's Academy: The Dean's Academy is held over the course of one full week, at the beginning of each school year. The intent of the Academy is to provide the deans an opportunity to strengthen their professional development and leadership so as to better serve the College community. A wide range of topics are presented, such as: Leadership, Academic Support, Human Resources, Shared Governance, Sexual Assault Awareness/Title IX, Curriculum Development, and Team Building.

Classified Manager Leadership Training: In 2016, training was held on January 19, 20 and 22 specifically for classified managers. Topics included: Evaluation Process, Skills Assessment, Work Styles, Intergenerational Communication, Discipline, Title IX, Leaves of Absence, and FRISK (Facts, Rule, Impact, Support, Knowledge) Fundamentals.

Supervisor Leadership Training: In 2016, training for all supervisors was held on January 21 and 22. Topics included: Leadership skills, Classified Evaluations, Title IX, Leadership Styles, FRISK Fundamentals

CLASSIFIED SPECIFIC PROFESSIONAL DEVELOPMENT

Administrative Professional Development Days are held twice per year, at the beginning of each semester. The intent of the day is to provide information on policies and procedures of the College, shared practices, personal skill building, and new developments in systems. In spring 2016, the Administrative Professional Development Day was held on March 22nd. Topics included: Recruitment Procedures, Creating Reports from CROA, Accreditation, Title IX, and Dealing with Difficult People.

EVALUATION OF ACTIVITIES

Assessment forms are distributed at the end of events, asking for feedback on the event. This includes questions such as: What did you learn? What could have improved the event? Was the presenter clear and relevant? What other topics would you like to be presented? What needs do you have? The assessment forms are reviewed and tallied, with the information used in planning future events.

Analysis and Evaluation

The College meets the standard. Professional Development opportunities are offered at many levels within the District and are available to all staff, 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.

Although the College and District provide professional development activities, through the self-evaluation of this standard, the College recognizes the need for a Professional Development Plan that will further enhance staff development processes for the College. More detail is noted in the Changes and Plans Arising Out of the Self-Evaluation Process.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3A.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

All personnel records are maintained in a secure and confidential manner. The District keeps personnel records safe, confidential, and appropriately accessible. At the time of employment, each new staff member is issued a packet of payroll and personnel information to be completed and returned to the Office of Human Resources. This information is the foundation of each new employee's personnel record. The Office of Human Resources reviews the contents of this file using a checklist to ensure that all of the necessary documents are completed, returned, and filed appropriately. Personnel files are kept in the locked file room in the District Human Resources Office. Only HR personnel has the key to the file room. Employees that maintain these records are trained and held to a high standard of confidentiality. Employees are given explicit directions regarding the importance of file confidentiality and are instructed about the circumstances in which employees and managers can review the files.

COLLEGE RESPONSIBILITIES

The District Office maintains the financial and payroll records for full-time faculty and classified staff as well as administrators. Adjunct faculty personnel records are maintained by the Office of Academic Support Services on the EVC campus. These records are maintained in accordance with measures outlined in Article 6 of the AFT Agreement [3A.15.1], and in accordance of Article 17 of the CSEA agreement [3A.15.2]. If an employee wishes to view their personnel file, they may do so in the presence of the HR staff. In addition, employees are encouraged to contribute documents to their file related to additional training and similar complementary records.

The College strictly abides by the provisions of the bargaining agreements as they relate to employee personnel records.

Analysis and Evaluation

The College meets this standard. It has developed and implemented policies that comply with faculty and classified contracts, board policies [3A.15.3], and the educational code. Those policies ensure that personnel files kept in a secure location at the District Office of Human Resources and the College Office of Academic Support Services are secure, confidential, and accessible in accordance with law.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

CHANGES AND PLANS ARISING FROM THE SELF-EVALUATION

- 3A.14: Complete a professional Development Plan

EVIDENCE LIST

3A.1.1 Board Policy/Human Resources/Recruitment and Hiring Policy
3A.1.2 California Code of Regulations, Title 5, Section 53000 Title_5_53000.pdf
3A.1.3 District Hiring Procedures
3A.1.4 Dean's Council Agendas related to faculty positions
3A.1.5 EVC Academic Senate Minutes related to faculty positions
3A.1.6 Employment Opportunities
3A.1.7 Minimum Qualification for Faculty and Administrators in the California Community Colleges
3A.1.8 diversity procedure training
3A.2.1 Minimum Qualifications , Chancellor's Office of California Community Colleges
3A.2.2 District Hiring Procedures
3A.2.3 Sample job announcement in pdf
3A.2.4 District Mission
3A.2.5 College Mission
3A.3.1 Administrator Job Descriptions
3A.3.2 Sample job announcement
3A.4.1 Minimum Qualifications for Faculty and Academic Administrators in California Community Colleges
3A.4.2 Equivalency Policy
3A.4.3 Equivalency Application
3A.4.4 Equivalency Committee Determination Form
3A.5.1 Meeting minutes showing discussion of procedure, schedule, and timelines in the Dean's meeting
3A.5.2 AFT6157 Collective Bargaining Agreement
3A.5.3 TRC evaluation sample
3A.5.4 Student evaluation sample
3A.5.5 Sample recommendations/commendations sent to President or designee
3A.5.6 BoT agenda with "granting tenure" or "moving on to next tenure-year"
3A.5.7 Sample TRC Improvement Plan
3A.5.8 Sample tenured employee improvement plan
3A.5.9 Part-time Adjunct Faculty evaluation forms
3A.5.10 Education Code 87663
3A.5.11 AP 7150
3A.5.12 MSC Employee Handbook
3A.5.13 Administrator Performance Evaluation
3A.5.14 Classified Employee Evaluation Document
3A.6.1 ACCJC letter to remove probation
3A.6.2 Administrator's Evaluation Process
3A.6.3 Administrator's Job Description
3A.6.4 AFT 6157 Articles 19-22.8.4
3A.6.5 Program Review
3A.6.6 Deans' Council and Division faculty meetings minutes showing emphasis placed on the need for timely SLO assessment and analysis
3A.6.7 SLO website
3A.7.1 Process for requesting new faculty
3A.7.2 California Education Code Section 84362
3A.7.3 Re-design Report, pgs. 90-91

3A.8.1 AFT 6157 CBA
3A.8.2 Orientation agenda TBA
3A.8.3 The Evaluation of Adjunct Faculty found in Article 19 of the AFT Collective Bargaining Agreement
3A.8.4 PRC application forms
3A.9.1 Program Review
3A.9.2 Re-Design Report
3A.9.3 Minimum Qualification for Faculty and Administrators in the California Community Colleges
3A.10.1 Re-Design Report- Org Charts
College Org chart
3A.11.1 Board Policy Chapter 7: Human Resources
3A.11.2 HR Policies and Procedures
3A.11.3 AFT 6157 Contract
3A.11.4 CSEA 363 Contract
3A.11.5 Board Policy 3410
3A.11.6 AP 3435
3A.11.7 Schedules for training and/or sample records
3A.12.1 District Research Website
3A.12.2 EVC Staffing Information – DataMart by State Chancellor's Office
3A.12.3 SJECCD EEO & Diversity Document
3A.13.1 Board Code of Ethics

3A.13.2 Oath of Allegiance http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx
3A.13.3 EVC Code of
3A.13.4 CSEA CBA Article 19: Discipline; page 60
3A. 13.5 AFT 6157 CBA Article 23: Discipline; page 160
3A.13.6 Board Policies
3A.14.1 EVC Professional Development Center
3A.14.2 AFT 6157 CBA, Page 50
3A.14.3 CSEA Chapter 363 CBA, Page 67
3A.14.4 Managers, Supervisors, Confidentials Employee Handbook Page 6
3A.14.5 Professional Development Center event evaluation form 6.
3A.14.6 Bay Area Community College Consortium
3A.15.1 Collective Bargaining Agreement Between AFT and District
3A.15.2 Collective Bargaining Agreement SJECCD and CSEA, Chapter 363
3A.15.3 SJECCD Board Policy Chapter 7
3A.14 Evergreen Valley College employee personnel records (Hard copies available on site)

3B PHYSICAL RESOURCES

San Jose-Evergreen Community College District is comprised of approximately 1,675,095 square feet of instructional and support space. The District facilities include San Jose City College (869,268 gross square feet, gsf), Evergreen College (731,579 gsf), the District Office, and a College Extension in conjunction with Milpitas Unified School District, currently under construction with completion anticipated in late 2016. Gross square footage is the sum of all areas on all floors of a building enclosed within the outside faces of its exterior walls. Additional classroom spaces are provided in conjunction with other High School Districts. The District Office is located at 40 South Market Street in Downtown San Jose. San Jose City College is located at 2100 Moorpark Avenue, Evergreen Valley College is located at 3095 Yerba Buena Road, and the College Extension is located at 1500 Escuela Parkway in Milpitas.

The physical resources are managed and maintained by several entities within the District, including Facilities and Planning, Maintenance and Operations, Risk Management, Police Services, College Custodial Services, and College Grounds. Additionally, the District contracts with outside local vendors for specialty support services.

STANDARD 3B.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

In accordance with Board Policies and Administrative Procedures 3501 and 6520 [3B.1.1; 3B.1.2; 3B.1.3; 3B.1.4], the District and the College 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 SJECCD function map, [3B.1.5] the responsibilities and duties under this standard are shared between the District and the College. 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.

New construction oversight

The District has primary responsibility for implementation and oversight for all new construction and project renovation. Through an established qualification-based selection process for hiring architects, engineers and other professional services, the District prioritizes safety and security. Once the new construction is put into service, the buildings transition to existing facility protocols. This effort is managed with close and active participation by the College. [3B.1.6, 3B.1.7]

Facilities 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. [3B.1.8]

District Police

The District operates its own POST certified Police Department, which is based at EVC but serves both Colleges and the District. The Department serves as first responder to on-campus events by managing video surveillance and recording and monitoring alarms, including building intrusion and fire. [3B.1.9].

The District's programs for inspection and identification of risk ensure safety and security for new and existing facilities (AP 6520). Under the Joint Powers Authority agreement, the District performs a college-wide inspection of all facilities, looking for trip hazards, unsafe conditions and potential risk. A report is produced and disseminated to the College to take corrective action. The District conducts an annual inspection with local authorities, including County Fire Prevention, County Environmental Health and Water Agencies. [3B.1.10; 3B.1.11].

The College has a reporting process online for campus safety concerns, including 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.

The District has recently established a Safety and Facilities committee to review reports, discuss known issues, and coordinate with the College. The District committee has scheduled quarterly meetings beginning in the summer of 2016. Representatives of the District committee include facilities, human resources, risk management, police services, and maintenance. [3B.1.12] At EVC, College Safety and Facilities committee [3B.1.13] and College Council [3B.1.14] both utilize multiple measures to provide safe and sufficient physical resources to support programs and services.

The College's Administrative Services office supports a Campus Safety webpage, which provides evacuation maps, emergency preparedness guides, and additional safety resources and information. [3B.1.15] The College maintains proper signage, storage and management of hazardous materials including chemicals for instructional use. Chemicals are properly stored and labeled, and properly disposed of when they are no longer needed or are expired. Guidance on chemical storage and disposal is provided by the Hazard Communication Program and the Chemical Hygiene Plan. [3B.1.16]

District police services have coordinated district-wide training in emergency operations and management, SIMS, evacuation planning, fire drills, and on campus active shooter training. [3B.1.17] The District Police Department maintains a website with additional safety information and resources. [3B.1.18]

Existing Facilities

San Jose-Evergreen Community College District standardizes spaces across the various District locations to a size that is equitable and functional for the expected use over the life of the building. [3B.1.19] The College monitors

and adjusts plans in an attempt to keep total space constructed within the guidelines of the California Community College Chancellor's Office (CCCCO) capacity guidelines ("Cap Load") [3B.1.20] The District has an adopted space guideline in chapter 7A of the Campus Guidelines Handbook. [3B.1.19] The District has Board Policies that provide oversight and direction in the area of maintenance, grounds, custodial services, and new construction. Administrative procedures provide step-by-step sequences to complete the work. [3B.1.21]

The District ensures safety, security, and access to a healthful learning and working environment in existing facilities by using the latest technology, reviewing legal requirements, and relying on experts in design, engineering and construction. The classroom guideline standards allow rooms to adapt to constant changes in technology, while flexible and functional classrooms enable instructors and students to work together in a variety of learning environments which may best suit different programs. The current standards for new construction and renovation encourage three types of classroom environments; traditional, flexible, and active. Laboratories are encouraged to address not only specific needs such as sciences, computer, or automotive, but also a "learning lab" environment which incorporates flexibility and technology into the space [3B.1.19]

Office spaces vary in size and capacity, the District is moving toward standardization of furnishing systems, guest seating support, and maximized storage. Work surfaces and collaborative surfaces are considered and mobile elements are implemented where possible for additional flexibility and collaboration. [3B.1.22]

Parking areas are regularly reviewed for accessibility, proximity to campus facilities, and condition. Each campus has developed a long range master plan that identifies additional vehicular circulation and parking needs to meet the need of future campus growth as well as correct known issues on the campuses. [3B.1.22]

Public spaces are essential to the daily life of students, faculty, staff, and visitors. They foster the widest variety of activities and support the informal, spontaneous, casual collisions and socializing that supports behaviors, attitudes, and goals that lead to trust, collaboration, and education between faculty, staff, and students. [3B.1.22]

The District oversees new construction and safety testing for athletic facilities. The need for the construction of new fields and related sports facilities is identified by the College and related to the District for integration into the facilities master plan. The synthetic fields are tested annually for impact resistance to maintain the safety. [3B.1.23]

The Board adopted ADA transition plan was prepared by the District. The plan was the basis for improvements and corrections to primary access elements on the college campus. [3B.1.24] The District is actively pursuing a new consultant to perform a renewed transition plan, identify uncorrected issues, and address changes in the law since the initial plan was completed. [3B.1.25]

Sufficiency of Physical Resources

Program needs are analyzed, discussed, and identified through the College's integrated planning process. Divisions and programs throughout the institution identify facility and equipment needs based on their mission, consistent with achieving student learning outcomes. Comprehensive Program Review, Annual Program Plans, and Administrative Leadership review processes allow for the identification of equipment and facility needs through analysis of program data, student learning outcomes, and the College MISSION and goals. [3B.1.26] through the integrated planning process, deans forward equipment requests to the appropriate vice president for prioritizing and funding. Facility needs are forwarded to the President's Cabinet, which prioritizes the projects. Based on cost,

priority, and/or need, certain projects are completed immediately while others are placed in a capital project category.

Funding of capital projects utilizes the Educational Master Plan Project (EMP) and the Facilities Master Plan (FMP). The EMP began in 2014, was finalized in 2015, and is responsible for long-term planning for the College. The FMP identifies and plans new facilities and building modernization projects that are consistent with the institutional mission and goals. The FMP documents campus-wide facility needs and is used to advocate for funding from local, regional, state and federal sources. After being vetted against FMP, capital projects are forwarded to the District and placed on the District 2030 Facilities Master Plan. [3B.1.21]

Needs at off-campus sites and through distance delivery modes are identified and supported at the division level and through the College Technology Plan 2012-2015. The Technology Plan 2012-2015 provides a detailed inventory of instructional and operational computer-related equipment and replacement cycles. The plan identifies the present and future direction for instructional technology. Technology planning is collaborative, with support and review by the District ITSS staff. [3B.1.27]

Off-campus courses represent less than 2 percent of the total sections offered at Evergreen College each semester. In working with these sites, it is the responsibility of the scheduling division dean to make sure each site has the facility and equipment necessary in order for the course to be taught effectively and efficiently. Deans work with faculty and administration at those sites to evaluate and address needs so that the off-campus educational experience is the same as on campus. Needs for courses taught through a distance education mode are identified at the division level and supported through the College Technology Plan 2012-2015. [3B.1.27]

To ensure safety, sufficiency, and timely response to facility maintenance needs, the District maintains a facilities work order management database that college staff utilizes to report maintenance issues. 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. Each College building is inventoried and scheduled for preventative maintenance. [3B.1.28]

In addition to the work order system, the District handles the FUSION database, which stores information on space allocation for each building and exterior spaces. [3B.1.20] Information in the FUSION database is reported to the State Chancellors office and is used to help determined future funding for the Colleges. The District and Evergreen Valley College use the State Chancellor's Office Facilities Planning Unit guidelines to determine if current facilities provide adequate capacity to support instructional and support needs for the College. Using capacity load ratios, state guidelines provide foundational information for determining College needs for general lecture, laboratories, library, offices, and support spaces. This information helps the District and College determine if adequate space is available to support current and projected enrollment.

Access, Learning, and Working Environment

The District and the College standardize spaces in their many locations to be equitable and functional for the expected life of the building. [3B.1.19] The College monitors and manages the total space constructed to remain within the Chancellor's Office guidelines [3B.1.20] and guidelines found in chapter 7A of the Campus Guidelines Handbook of June 2014 [3B.1.9]. The District developed Board Policies to provide direction in the areas of maintenance, grounds, custodial services, and new construction, and has procedures to provide step-by-step sequences to ensure work completion.

Safety & Security

The District regularly evaluates the safety and security of classrooms, labs and learning spaces. The College has a safety committee and the District created its own advisory committee. For safety in the classroom, the District manages access control via key issuance and/or electronic fob credentialing. Internal to the classrooms, the DO manages a public address system via the room telephone to communicate to instructors and students in the event of emergency. The District monitors and maintains public safety systems for functionality and active response. [3B.1.28]

Office space is managed in a similar fashion as the instruction environment through key access, fire prevention and safety, and emergency notification and evacuation. [3B.1.29]

Parking areas provide safe parking areas with clear visibility and visual access to campus entries and pedestrian walkways. District police manages, maintains, and tracks reported incidents and crime events. The police also track traffic infractions and accidents and personal injury and property damage. [3B.1.30]

Common areas are equipped with emergency phone systems. Personal injuries and other damages are handled in the same fashion as with parking lots. Once areas of safety concern are identified, the College's grounds departments make repairs or cordon off the dangerous areas. [3B.1.29]

The District oversees existing athletic facilities in the same fashion as for new construction, including safety testing. The need for improvements and corrective efforts to sports facilities is identified by the College and related to the District for integration into the facilities master plan. Annually, the synthetic fields are tested for impact resistance to maintain safety. [3B.1.23]

Healthy learning and working environment

Ergonomic inspections of employee work space are conducted regularly and upon request to maximize efficiency and minimize the chance of injury. Through the District's work order program, district staff or vendors will be dispatched to assess, repair, and replace deficient lighting, carpeting, interior finishes, or other identified working conditions. Proper clearances and spacing are reviewed and adjusted for compliance with local and national codes. [3B.1.31]

The District retains ultimate responsibility for the safety and security of new construction; however, the burden of maintaining a safe construction site and building while under construction is assigned to awarded contractors. [3B.1.32] Weekly site walk-through by contracted program management staff and monthly safety inspections by the JPA insurer identify and report potential hazards for correction by the contractor or subcontractor. [3B.1.33] The District retains the authority to remove and replace contractors who fail to follow safety guidelines and standards. [3B.1.34] The District requires all contractors to carry sufficient insurance coverage for personal and property damages. [3B.1.35] The District as owner carries excess insurance coverage in the event of loss. [3B.1.36] The College maintains control, ensures timely inspections, requires expedient corrective measures to be taken, and ensures financial stability with satisfactory insurance coverage.

Analysis and Evaluation

The College meets this standard. Through multiple measures, Evergreen Valley College assesses and validates that its physical resources (facilities and equipment) 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.

Evergreen Valley College has a Safety and Facilities Committee and the District created its own advisory committee. For safety in the classrooms and office spaces, the District manages access control via key issuance and/or electronic fob credentialing. Internal to the spaces, the DO manages the public address system via the room telephone to communicate to instructors and students in the event of emergency. The District monitors and maintains public safety systems for functionality and active response.

Parking areas provide safe parking areas with clear visibility and visual access to campus entries and pedestrian walkways. District police manages, maintains, and tracks reported incidents and crime events. The police also track traffic infractions and accidents and personal injury and property damage.

Common areas are equipped with emergency phone systems. Personal injuries and other damages are handled in the same fashion as with parking lots. Once areas of safety concern are identified, the College's grounds departments make repairs or cordons off the dangerous areas.

The District oversees existing athletic facilities in the same fashion as for new construction, including safety testing. The need for improvements and corrective efforts to sports facilities is identified by the College and related to the District for integration into the facilities master plan. Annually, the synthetic fields are tested for impact resistance to maintain the safety.

Ergonomic inspections of employee work space are conducted regularly and upon request to maximize efficiency and minimize the chance of injury. Through the District's work order program, district staff or vendors will be dispatched to assess, repair, and replace deficient lighting, carpeting, interior finishes, or other identified working conditions. Proper clearances and spacing are reviewed and adjusted for compliance with local and national codes.

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Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3B.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

Evergreen Valley College supports student learning programs and services and provides a high-quality learning environment. Campus infrastructure currently includes 14 buildings on the main campus, plus three facilities maintenance buildings, athletic facilities (including a state-of-the-art synthetic turf soccer field, tennis courts, and softball field), and thirteen parking lots for students and staff. Two new instructional buildings are slated to open in fall 2016. During 2015 the District engaged specialty consultants to update the Educational Master Plan [3B.2.1] and associated Facilities Master Plan (FMP) [3B.2.2]. The current FMP has identified new and emerging facility needs or requirements to support the Educational Master Plan for each College.

The District complies with the California Community College Chancellor's Office process of updating and submitting 5-year Facilities Plans [3B.2.3], yearly Instructional Equipment and Scheduled Maintenance plans [3B.2.4], Special Repairs and Space Inventory updates. [3B.2.6] Additionally the District has pursued Proposition 39 Energy Conservation Funds in years 1, 2, and 3 and are actively pursuing projects that qualify for funding in year 4 and 5 of the program. [3B.2.7]. Instructional Equipment and Scheduled Maintenance funding is used to upgrade classroom equipment as well as provide for building maintenance and upgrades. Proposition 39 project funding has been used to improve energy efficiency of existing College facilities which results in reduced utility costs and more funding available for other essential needs.

BUILDING PHYSICAL RESOURCES

The District and Evergreen Valley College's comprehensive facilities planning activities ensure that its physical resources are planned and constructed to ensure effective utilization. The comprehensive planning efforts begin at the facilities master planning stage, when campus-wide master planning outcomes identify broad goals and initiatives. Once any individual project is launched, the project architects, engineers, project managers and facilities planners meet early and often with Evergreen Valley College end users to identify the programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction document phase, which allows the project to be put out to bid in order for a contract to be awarded. Evergreen Valley College end-user participation scales back during the construction phase, but their involvement ratchets up greatly toward the end of construction when furniture and equipment are identified and procured.

Many projects have been initiated and completed throughout the District with Capital Construction Bond Measures I (passed in 1998), Measure G (passed in 2004), Measure G (passed in 2010), state matching funds, scheduled maintenance funds, and one-time grant funds. Some institutional needs remain unaddressed, as identified in the updated 2030 Facilities Master Plan (adopted January 2016).

The passage of two separate bond measures (G-2010 and G-2004) awarded Evergreen Valley College with nearly $211 million, which provided the majority of funding for the capital construction program. These bond measures,

established under Proposition 39, have the common goal of improving and equipping teaching environments to better serve students' needs. With the funds from these Measure G bonds, Evergreen Valley College is undergoing unprecedented renewal and expansion. Measure G-2004 is beginning to wind down as its last major projects complete design and construction. The Central Green and traffic re-routing in front of the Visual Performing Arts area (a project jointly funded with Measure G-2010) are nearing completion. Progress on Measure G-2010 continues to result in new facilities. Move-in is imminent for the completed Auto Technology building. The South Campus Development project, which includes a science building and fitness center, are scheduled to open in fall 2016. Progress on these buildings can be viewed via the live web cam at http://cboc.sjebond.com/evc-webcam/. These state-of-the-art buildings incorporate the latest technology in their design and construction.

The Photovoltaic Solar Array continues to reduce the College's carbon footprint and energy costs, supplying two-thirds of the power needed to operate the campus. [3B.2.8]

Evergreen Valley 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 demonstrate this:

Completed Projects

CENTRAL GREEN, ARTS PLAZA & SITE IMPROVEMENTS (JAN. 2016)

- Creation of new central campus core focused on outdoor learning and social gathering.
- Site reconditioning to address vehicle and pedestrian circulation, accessibility, hardscape, irrigation, way finding, and lighting.
- Restore Gullo Pathway to provide ADA compliant path from the center of campus to the new South Campus Development.
- Relocation of the VTA bus stop, improved Arts Plaza accessibility to establish more pedestrian-friendly campus interior.

Central Green

AUTOMOTIVE TECHNOLOGY (JAN. 2016)

- New 26,000 square foot class room and laboratory building focused on automotive technology
- Professional Automotive Career Training (PACT) – Honda/Acura

SCHEDULED MAINTENANCE

- Cedro Transformer Replacement (2015)
- PE Building Fan Coil Unit Replacement (2015)
- Cooling Tower Controller, Filters, and Secondary Containment Tank Installation (2015)
- Prop 39 Year 2 – LED lighting retrofits – Gullo II, Cedro, main gym, parking lots

Projects Underway:

SOUTH CAMPUS DEVELOPMENT (JUL. 2016)

- New building with classrooms and labs for science, mathematics and social science instruction.
- Site improvements include walkways, utilities, landscape, driveways/fire lanes and bicycle parking
- New fitness center for physical education/kinesiology instruction.

SCHEDULED MAINTENANCE

- Central Plant/Police Department: RMS Controls Extension (Mar. 2016)
- Central Plant/Police Department: Cogen System, SGIP & Irrigation Line
- Chemical Water Treatment & Hydronic Pipe Flush
- PE Boiler Replacement
- Elevator Upgrades & Modernization
- Districtwide Roof Assessment

SAFETY AND SECURITY

- Campus-wide Security Camera Presence
- Solar Array Perimeter Security
- VOIP Phone Assessment
- Mass Notification Plan
- District Warehouse Arsenic Soil Remediation (2016)

CAMPUS TECHNOLOGY SERVICES & SUPPORT

- Main Data Frame (MDF) Relocation and Upgrade (Phase I completed Jan. 2016)

Further upgrades and alterations to support learning or to address facilities issues at Evergreen Valley College are identified through a comprehensive program review process. These reviews are instrumental in identifying and prioritizing equipment and operations needs at each level of the College, and are submitted through the President's Cabinet (for approval) and the College Budget Committee (for funding). These comprehensive program reviews of operations and services have been the primary vehicle used to evaluate the effectiveness of facilities and equipment in meeting the needs of programs and services.

MAINTAINING PHYSICAL RESOURCES

The District maintains a work order system managed by the Maintenance and Operations (M&O) department. Through the internet, phone, or email system, college and district staff can report maintenance, safety, or upgrade needs to be dispatched by district staff members who repair equipment and facilities district-wide. [3B.2.9]

Staffing levels in the M&O continue to be a cause of concern. Routine absences, vacations, and injury can cause significant fluctuations in service for repairs as well as operational service. 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 in order to maintain service levels. See Changes and Plans Arising Out of the Self-Evaluation Process.

The District has maintenance and service agreements with vendors and contractors to provide routine maintenance and repair of equipment. These contracts span a broad range of systems, from photovoltaic power inverters at the solar field to microscopes, fume hoods, and autoclaves in the Biology Labs. [3B.2.10].

LAND USAGE

In March, 2015, the San Jose-Evergreen Community College District planned to enter into a long-term ground lease with a developer for the approximately 27 acres of land adjacent to Evergreen Valley College. The purpose of this effort was to ensure a stable income for the District and the College as a hedge against an uncertain economy. This surplus land included the old District Office site, the existing Police Academy, and land which is currently not developed. The surplus land is adjacent to San Felipe Road and Yerba Buena Road. It was expected that the selected developer would, at its own cost, obtain land use entitlements for the land and construct a mixed-use project which would have included, commercial office and retail spaces and/or multi-family rental housing. The selected developer would have paid a substantial amount of rent to the District. [3B.2.11]

Because the District perceived that the project's proposed housing would not be allowed, the District withdrew its request to the San José Planning Commission on April 7, 2016. Currently, the District and the developer are negotiating the specifics of the new agreement, which would develop less than half of the property without housing. [3B.2.13]

Analysis and Evaluation

The College meets the standard. 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, Scheduled Maintenance plans, and Special Repairs and Space Inventory updates. The District has pursued Proposition 39 Energy Conservation Funds in years 1, 2, and 3 and is actively pursuing projects that qualify for funding in year 4 and 5 of the program. Instructional Equipment and Scheduled Maintenance funding is used to upgrade classroom equipment as well as provide for building maintenance and upgrades. Proposition 39 project funding has been used to improve energy efficiency of existing college facilities, which results in reduced utility costs and more funding available for other essential needs.

The Board of Trustees has also looked to other district resources for increased utilization and potential funding for student programs and services. In an effort to stabilize finances, the District declared property adjacent to the Evergreen Valley campus as surplus property in 2015. The District initially entered into a lease agreement with a local developer to construct a neighborhood serving in support of the mission and vision of the District and College [3B.2.13], but after learning the city of San José would not consider housing on the property, withdrew the request, and is now in talks with the developer on a smaller project.

The District maintains a work order system managed by the Maintenance and Operations (M&O) department. Through the internet, phone, or email system, college and district staff can report maintenance, safety or upgrade needs to be dispatched by district staff members who repair equipment and facilities district-wide. Staffing levels in the M&O continue to be a cause of concern. Routine absences, vacations, and injury can cause significant

fluctuations in service for repairs as well as operational service. Filling vacancies and acquiring temporary employees, as well as cross training of employees to support the maintenance and custodial staff, is a priority with the College in order to maintain service levels.

The District has maintenance and service agreements with vendors and contractors to provide routine maintenance and repair of equipment. These contracts span a broad range of systems, from photovoltaic power inverters at the solar field to microscopes, fume hoods, and autoclaves in the Biology Labs.

The above initiatives, activities, processes, mechanisms, programs and protocols demonstrate how the District and Evergreen Valley College plan, build, maintain, and upgrade or replace physical resources in a manner that ensures effective utilization and the continuing quality necessary to support programs and services.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3B.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 INSTITUTION PLANS AND EVALUATES ITS FACILITIES

Per AP 6535 [3B.3.1], long-range planning and evaluation of facilities and equipment in the District and Evergreen Valley College takes the form of facilities master planning, regular updates of Evergreen Valley College's facilities condition deficiencies information into the CCCCO database [3B.3.2] (FUSION), and annual updates of the five-year construction plan [3B.3.3]. The District and Evergreen Valley College's facilities master planning cycles occurred in 2010-2011 and 2014-2015 [3B.3.4]. The facilities master planning initiatives begin with a review of the College's Education Master Plan [3B.3.5] and/or educational strategic plans, to ensure that physical resources support Evergreen Valley College's mission. [3B.3.6]

UTILIZATION AND OTHER RELEVANT DATA

Annual planning and assessment of facilities and equipment [3B.3.7] are performed at the division and program level through annual and comprehensive program review processes. [3B.3.8] 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 of 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. [3B.3.10] 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. 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.

Analysis and Evaluation

The College meets the standard. Evergreen Valley College utilizes established scheduling, evaluation, and assessment methods in determining the short- and long-term facility and equipment needs necessary to sustain institutional plans and meet the College mission and goals in ways that facilitate student success.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3B.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 Policies and Administrative Procedures for Institutional Planning and Capitol Construction outlined the process for the college's long range capital plans resulting in the development of the Facilities Master Plan. [3B.4.1, 3B.4.2, 3B.4.3, 3B.4.4] The 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 Evergreen Valley College constituency groups. The physical analysis was multifaceted, including a facilities audit that identified rough order of magnitude costs to renovate existing facilities based on existing utilization. A comprehensive energy analysis identified energy-conservation measures that could be undertaken to improve energy efficiency, reduce operational costs, and improve environmental quality. A review of maintenance and repair activities, together with interviews of maintenance staff and end users, identified areas of particular concern in terms of deferred maintenance at Evergreen Valley College. Master-planning architects were engaged to lead Evergreen Valley College through a series of meetings that served to identify physical campus planning goals and issues, develop options, ascertain the preferred solutions, and identify an implementation strategy. The resulting 2015 Facilities Master Plan is the basis of the next phase of the College's capital construction program. [3B.4.5].

In January 2016, the Facilities Master Plan for Evergreen Valley College was updated based upon the College's Educational Master Plan. [3B.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. The 2015 Facilities Master Plan addresses the current and projected needs for the College and serves as a guide for future development. The recommendations included in this Facilities Master Plan address district-wide guiding principles, which are summarized in the introduction.

Facilities Design Standards are equivalent to LEED standards for green buildings, including the use of green materials in finishes where feasible, re-use and diversion of construction materials, recovery of waste heat, storm water pollution prevention, low toxicity cleaning products, electrical utility equipment and vehicles, emphasis on water conservation in landscaping and building design, and the use of renewable energy where feasible. Both the South Campus and the Auto Technology buildings were programmed and designed to achieve the Leadership in Energy and Environmental Design (LEED) gold standard certification or higher. Evergreen Valley College emphasizes energy conservation through LED lighting retrofits, building systems automation controls, and motion and photo sensing controls, resulting in energy efficient buildings that exceed current Title 24 standards. [3B.4.7]

Facilities staff (led by the Vice Chancellor of Administrative Services, Douglas R. Smith, the President, Henry Yong, and the Facilities and Bond Director, Owen Letcher) is well equipped to understand and support sustainability practices. The projects recommended as part of the 2015 Facilities Master Plan for Evergreen Valley College include both new construction and renovation:

- General Classroom Building: new construction
- Student Services Center: new construction
- Administration building (A&R Repurposing)
- Language Arts Building: new construction
- Cedro (Business & Workforce Development): new construction
- Engineering / Applied Technology & Nursing: new construction
- Sequoia Repurpose (for Biology)
- Physical Education: new construction
- Infrastructure & Core Site Amenities

In 2005, the District engaged a consultant to conduct a physical survey of both campuses. The survey assessments were completed in partnership with the CCCCO and documented in a statewide online facilities database known as FUSION (Facility Utilization, Space Inventory Options Net). [3B.4.8] This powerful database allows facilities planners at the district and state levels to create reports on facilities condition indices, plan projects, maintain a space inventory, and track state funding on approved projects. In December 2005, a re-survey of Evergreen Valley College was conducted in order to update the information contained in the facilities deficiencies database. Every year, the SJECCD and Evergreen Valley College submit a five-year construction plan to the CCCCO for funding consideration in the Capital Outlay Program. [3B.4.9] This plan is developed by facilities planners, in consultation with Evergreen Valley College and District administration, and is approved by the Board of Trustees. Initial project proposals for state funding, final project proposals, and a comprehensive detailing of planned projects (be they locally or state funded) are shown in priority and sequence in the five-year construction plan. The plan takes into account an important criterion for campus facilities planning: capacity to load ratios. The capacity to load ratio is a comparison of the square footage a college has in relation to the square footage need indicated by the college's enrollment. Capacity to load ratios are measured for several different categories of space, including lecture, laboratory, office, library, and audio/visual support spaces.

TOTAL COST OF OWNERSHIP

As the capital construction program provides opportunities to construct campuses whose facilities meet the needs of the colleges, it is imperative that the cost of operating and maintaining those facilities (the total cost of ownership) be considered. SJECCD has several mechanisms by which to ensure that total cost of ownership is taken into account. Facilities Design Standards ensure that new and renovated facilities are designed and constructed in accordance with District operational criteria. For example, energy efficiency is of paramount importance, particularly in light of escalating energy costs. For new buildings in particular, energy efficiency is a high priority design criterion. Evergreen Valley College has achieved LEED Silver Certification. [3B.4.10] The District is currently calculating the total cost of ownership for facilities at $7.11 per square foot of physical space. [3B.4.11]

Other District facilities design criteria include but are not limited to architectural finishes that are functional, pleasing, durable, and maintainable, as well as environmentally friendly; furniture has been selected in accordance with criteria that includes comfort, ergonomics, durability, maintainability, and longevity; and the design of new systems (mechanical, electrical, communications, building management controls, fire alarm, security systems, plumbing fixtures, etc.) with existing campus-wide systems in mind to ensure that maintenance staff have the knowledge, tools, and equipment to operate and maintain them.

The District is required to submit a Five-Year Construction Plan annually to the State Chancellor's Office. [3B.4.11] This plan must be adopted by the Board of Trustees. The submittal of the District's Five-Year Construction Plan is required under provisions of the Community College Construction Act. [3B.4.12]

The San Jose-Evergreen Community College District (SJECCD) developed its 2016-2020 Five-Year Construction Plan based on an in-depth analysis of cumulative capacities and load ratios appropriate to a community college environment. Facilities project lists for the Measure "G" Bond (2004) [3B.4.13] and Measure "G" Bond (2010) [3B.4.14] are directly tied to institutional planning through the 2015 Educational Master Plan and Facilities Master Plan, in alignment with the College's annual goals and objectives approved by the EVC College Council. 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.

The District currently covers the costs of utilities, maintenance, custodial and grounds in the current budget model. Capital renewal costs and first cost of construction over 75 years are not covered under the current budget model. The District has relied upon local bond measures for these additional costs and will continue discussions on funding these items if local bond dollars are not available to the District.

Analysis and Evaluation

The College meets the standard. The District's facilities planning process integrates with the College's planning processes. 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 Colleges' Educational Master Plans. These Educational Master Plans serve as the basis for development of the College's Facility Master Plan, which addresses the long-term building and infrastructure needs of the College. The District has worked to strengthen its long-range capital planning and ensure that projections include the total cost of ownership for new facilities and equipment. Utilization of information about the condition of facilities contained in the facilities deficiencies database, as well total cost of ownership analyses and the development of Facilities Design Standards allow for informed decision-making resulting in facilities that support the institutional goals of Evergreen Valley College.

The College produces a long-range capital plan that reflects all construction projects in the form of a facilities master plan. Construction project activity for five-year blocks is recorded in a five-year capital construction plan. The College is working to address total cost of ownership by working with the District to find and implement ways of increasing efficiencies in the use of utilities. Savings generated through these efficiency methods lessens dependence on the College's operating budget, which frees up resources to support the College's primary mission of providing instruction and student support services. The development of capital improvement plans includes all components of overall cost such as architectural design, construction costs, equipment costs, and total cost of ownership.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

CHANGES AND PLANS RESULTING FROM THE SELF-EVALUATION

- 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 in order to maintain service levels-3B.2

EVIDENCE LIST

3B.1.1 BP 3501
3B.1.2 AP 3501
3B.1.3 BP 6520
3B.1.4 AP 6520
3B.1.5 SJECCD Function Map
3B.1.6 Measure G-2010 Master Bond List
3B.1.7 Measure G-2004 Master Bond List
3B.1.8 Facilities and Maintenance Webpage
3B.1.9 Police Security Measures
3B.1.10 Keenan SWAC Inspection Report
3B.1.11 Santa Clara County HMI Report 2014
3B.1.12 District Safety and Facilities meeting minutes May 24, 2016
3B.1.13 College Safety and Facilities Committee
3B.1.14 College Council Minutes
3B.1.15 College Safety Website
3B.1.16 Chemical Hygiene Program and Hazard Program
3B.1.17 District Emergency Active Shooter video training
3B.1.18 District Safety Information and Resources Website
3B.1.19 District Construction Standards and Guidelines
3B.1.20 Facilities Utilization Space Inventory Option Net
3B.1.21 AP 6500
3B.1.22 Facilities Master Plan
3B.1.23 Synthetic Field
3B.1.24 ADA Transition Plan
3B.1.25 RFQ 5-4-2016
3B.1.26 College Resource Allocation Model
3B.1.27 College Technology Plan (2012-2015)
3B.1.28 Security Master Plans – Confidential Document
3B.1.29 DOE Campus Safety and Security Reporting Handbook
3B.1.30 Cleary Report
3B.1.31 Illness and Injury Prevention Plan
3B.1.32 Independent Contractor Agreement
3B.1.33 JPA Safety Insurer Inspections
3B.1.34 Replacing Contractors Policy
3B.1.35 Insurance Requirement Matrix

3B.1.36 JPA Coverage Limits
3B.2.1 Educational Master Plan 2030
3B.2.2 Facilities Master Plan 2030
3B.2.3 Five-Year Capital Outlay Plan
3B.2.4 Scheduled Maintenance

3B.2.6 Facility Utilization Space Inventory Option Net
3B.2.7 Prop 39 Energy Conservation Funds
3B.2.8 Solar Panel Dedication
3B.2.9 District Work Order Information
3B.2.10 Purchasing Vendor List
3B.2.11 Surplus Land Project
3B.2.13 Santa José Planning Commission Story
3B.3.1 AP 6535
3B.3.2 Facilities Utilization Space Inventory on Net (FUSION)
3B.3.3 Five Year Capital Outlay Plan TBA
3B.3.4 Facilities Master Plan
3B.3.5 Educational Master Plan
3B.3.6 Evergreen Valley College Mission
3B.3.7 Annual Facilities Assessment
3B.3.8 Program Review Documents
3B.3.10 Room Book Site
3B.4.1 BP 3250
3B.4.2 AP 3250
3B.4.3 BP 6600
3B.4.4 AP 6600
3B.4.5 Facilities Master Plans
3B.4.6 EVC Educational Master Plan
3B.4.7 California Energy Commission Title 24
3B.4.8 Facilities Utilization Space Inventory On Net (FUSION)
3B.4.9 Five-Year Capital Outlay Plan
3B.4.10 LEED Silver Certification
3B.4.11 Total Cost of Ownership Projections (District Facilities Overview Presentation)
3B.4.12 California Education Code 81800 et Seq.
3B.4.13 Measure G-2004 Master Bond List
3B.4.14 Measure G-2010 Master Bond List

3C TECHNOLOGY RESOURCES

STANDARD 3C.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

Adequate technology services and professional support are provided to students, faculty, staff, and administrators by the District Information Technology Services and Support (ITSS) staff and by College Technology Support and Services (CTSS) staff. ITSS is located at the District Office and headed by the Vice Chancellor of Information Technology, Chief Information Systems Officer (CISO). Each college has a local CTSS department that is headed by their Vice President of Administrative Services and run by their CTSS Supervisor. Although there are no reporting relationships between CTSS and ITSS, there are defined roles and responsibilities for each unit as shown in the SJECCD Delineation of Functions Map 2016-2017. [3C.1.1]

ITSS is responsible for the hardware and software technologies shown below to support operational functions, academic programs, teaching and learning, and support services throughout the District. CTSS is responsible for ensuring that College users can utilize district-wide and college IT resources, and for supporting local technology resources for the college. [3C.1.2]

Hardware and Software Maintained by ITSS	
Ellucian Colleague (Student, Human Resources, Finance, Core) WebAdvisor (MyWeb) Colleague UI (WebUI) Colleague Self-Service (Student Planning) Colleague Reporting and Operational Analytics (CROA) SharePoint Platform (Websites) Microsoft SQL and Oracle Databases Learning Management System (Moodle/Canvas) Library Platform (Sierra) Microsoft Exchange Office 365 District employee computers, software, printers, and copiers	CCCApply Wide Area Networks Local Area Networks Wireless Networks Virtual Private Network (VPN) Firewalls Sophos Telephones, Faxes, Voice Mail File storage and Backup VMWare and Host Servers Emergency communications (Everbridge) District Audio-Visual (AV) equipment

The ITSS Help Desk provides technical support for students, faculty, staff, and administrators from all locations. Users may call or email the Help Desk to receive assistance for supported technologies – a service ticket is created within the help desk software, Track-It. Students may request technical support for the Learning Management System (Moodle/Canvas) and MyWeb (class registration, etc.). Employees may request technical support for computers, software, printers, phones, wireless, Audio-Visual, WebUI, MyWeb, LMS, Office 365, and other technologies. If Help Desk technicians are not able to resolve an issue, the request is assigned to the appropriate ITSS or CTSS staff member at the College, Workforce Institute or District Office. Track-It automatically emails the

service ticket to the assigned support staff and to the requestor. After the service request is resolved, a satisfaction survey is automatically sent to the requestor. The ITSS Help Desk hours of operation are 7:00 a.m. to 5:30 p.m. on week days. During the first two weeks of fall and spring terms, the Help Desk is open until 7:00 p.m. [3C.1.3]

FACILITIES AND HARDWARE

In accordance with the 2012-2017 SJECCD Strategic Information Technology Plan and with the Measure G-2010 Bond Program, ITSS has worked with contractors and consultants to implement new IT facilities, replace hardware, and update software for district-wide systems. The IT facilities projects included the construction of a new Data Center at the new District Office, a new Main Distribution Facility (MDF) at Evergreen Valley College, UPS replacements, and the installation of backup generators for powering critical systems in the case of a PG&E power outage.

The new Data Center houses the District Enterprise Resource Planning (ERP) system, Ellucian Colleague environments (Production, Test and Development), WebAdvisor (MyWeb), CROA Reporting Services, Exchange email, SharePoint websites, Library servers, file servers, application servers, tape backup systems, infrastructure servers, and networking equipment. The new MDF at EVC will serve as a Disaster Recovery site for the ERP system. The ERP hardware was upgraded and the ERP database was migrated from Oracle to Microsoft SQL. The library platform was upgraded to new hardware and software. Microsoft Exchange hardware and software were upgraded to Office 365 in the cloud. These IT resources are accessed online by students, faculty, staff, administrators, contractors and guests for teaching, learning, support services, research and communications. [3C.1.4, 3C.1.5]

COLLEGE TECHNOLOGY ROLE

The College uses resources to support student learning programs and services to improve institutional effectiveness. In the last 5 years, guided by its Educational Master Plan, the College has made tremendous progress in planning, support, and equipment deployment, innovative teaching and learning design of classrooms and laboratories, faculty and staff computing, network bandwidth, and availability and distance education.

Technology planning is fully integrated into the College planning process. [3.C.1] District Information Technology Support and Services (ITSS), and Campus Technical Support and Services (CTSS) participate on the College's Campus Technology Committee and the District Technology Planning Group, and assist with the development of College technology planning and the most recent *EVC Technology Plan* (2011 – 2015). The District Strategic Information Technology Plan (2012 – 2017) reflects the support role of ITSS to the College.

Technology resources are used throughout the College to support and increase the effectiveness of student learning and teaching outcomes, management and operational functions and student support services. The District and College identify the various types of technology needs and measure its effectiveness in a variety of ways through the planning process, including surveys, program reviews, and usage of research, analysis, and dialogue. The Campus Technology committee (CTC) provides direction in identifying technology needs and integrating technologies into the campus programs. [3C.1.6]

In the management and operational function on campus, the faculty and staff are provided with a replacement desktop every four years. This technology replacement cycle resulted from the passing of the Measure G Technology Bond in 2010. [3C.1.7, 3C.1.8] To ensure that the integrity of the technologies is effectively maintained, minimum standards were developed to align with the replacement cycles: [3C.1.9]

- Desktops to support Windows 7
- Internet and File Share access
- Printing Access – centralized and/or networked
- Mobile and Wireless Access
- Emergency Alert - system for emergency communication to cell phones
- Disaster Recovery Backups

TEACHING, LEARNING, AND SUPPORT SERVICES

Academic Programs have also benefited in the technology replacement programs. The computer labs were fitted with new Dell computers (AUTOCADD, Engineering, Science and Math tutoring centers, Computer Information Technology (CIT), Language Arts, and ESL). The Visual and Performance Arts classrooms' technology is also in four-year replacement cycles. The development of technology standards, including the guidance of the CTC recommendation to fit all classrooms with state-of-the-art digital technologies, was completed in the summer of 2015. [3C.1.4]

To increase student learning and teaching outcomes, the College, in collaboration with the District, provides robust reliable technology infrastructure, resources, and services including the following:

- 95 percent of all classrooms and labs (Smart classrooms include: projectors, screens, sound systems, wireless internet, video players, and, in most rooms, document cameras)
- 50 percent campus wireless Internet access coverage with plans to be at 100% by the end of 2016
- 22 program-specific instructional computer and drop-in labs
- 7 student services, career and transfer computer labs
- 2 library-based labs
- 1,388 computers
- 478 printers
- Campus wide digital signage system
- Campus wide security camera network
- Campus wide Event Announcement System
- Laptop computers for all full-time faculty and limited number of check-out laptop computers for part-time faculty
- A learning lab facility for faculty in the Technology Resource Center (TRC)
- Convenient faculty and staff access to printing
- A comprehensive set of administrative software services to assist with communication, budgeting, planning, and research
- Technology support for Distance Education
- Technology support for Student Support Services including innovative ideas that promote correspondent or distance services, a comprehensive set of student-enabling software services to assist with student

planning, degree audit, scheduling, communications, online instruction, and payment of fees. Specific technology areas enhancing student support services are outlined in the following table.

Student Support Services Specific Technology		
Counseling	Admission & Records	Disability Support Program (DSP)
Degree Audit SARS Image Now Student Planning	Transcripts Image Now CCC Apply	SARS JAWS ZoomText

The overarching direction for all decisions about technology come from the College's Education Master Plan 2015-2030 and the College's Technology Plan 2011-2015 [3C.1.5; 3C.1.9]. The identification of technology needs is a collaborative process involving campus constituents and shared governance committees. Technology needs can be grouped as instructional or administrative. Faculty and staff, through their instructional divisions, identify technology needs and trends in their discipline through their Annual Program Plans and Comprehensive Program Reviews. [3.C.10] In addition, the CTTL serves as laboratory for testing and bringing forward new technology for instruction. As part of the College's Technology Plan 2011-2015, technology replacement schedules are updated annually and guide in the planning and budgeting of resources. [3C.1.9]

District ITSS plays a critical role in identifying and supporting campus instructional and administrative technology needs and trends. District ITSS works with CTSS to provide information technology leadership, services support, training, and facilitates the development of policies and procedures related to technology, and the development of district-wide strategies for the effective deployment and utilization of information technology. District ITSS provides services and support for the following shared resources: IT Help Desk, ERP System (Colleague, MyWeb, WebUI, CROA and Self-Service), Learning Management System, Library System, Telephone System, Network infrastructure, Internet Access/Security, Wide Area Network, District/College Websites, Office 365, and Third-Party Applications that utilize ERP data. District ITSS seamlessly shares technology solutions in order to leverage resources and efficiencies. Some of the ITSS staff participate in various College committees to discuss operational and planning issues, including needs of learning, teaching, District-wide communications, research, and operational systems. The District Strategic Information Technology Plan 2012-2017 reflects the collaborative planning and direction for technology services and support [3C.1.4].

Through a variety of committees, the College participates in planning and provides input to District ITSS for the services and technology resources provided. Examples of committees in which Evergreen College participates include the Chancellor's Council, District Institutional Effectiveness Committee, District Technology Planning Group, District Budget Committee, Distance Education Advisory Committee, District Facilities Planning and Operations, District Safety Committee, District Matriculation Committee, District IT Management Team.

Assessment of the effectiveness of campus technology is ongoing. Technology appropriateness and program impact is included as part of the Annual Program Plan, Comprehensive Program Review, and Administrative Leadership and Unit Review processes [3C.1.10; 3C.1.11] The CTC assesses campus needs and puts out a campus wide technology assessment on a biannual basis. Finally, District ITSS has recently implemented a technology survey to students using the annual EDUCAUSE standardized survey. The EDUCAUSE survey results will be

provided to the District in July 2016 and will be used for informing the District/College Technology Plans. Results of recent surveys indicated overall satisfaction with the services provided [3C.1.12].

Analysis and Evaluation

The College meets the standard. The District and the College provide appropriate and adequate technologies to support the various academic, administrative, communication, and research needs throughout the District. The College continues to advance in its acquisitions, operations, planning, and evaluation of technology in support of student learning outcomes, College goals and priorities, and institutional effectiveness. The integrated annual planning processes and College and District committee structure provide opportunities for faculty and staff to identify specific instructional equipment and technology needs. Supported by the Evergreen College Technology Plan 2011-2015 and the District Strategic Plan for Information Technology 2012-2017, clear processes to identify and assess technology needs are in place. Results of recent surveys conducted by the CTC indicate that Evergreen College is meeting this goal. Additional analyses of the adequacy of the College and District's technology services and support for key operational functions are detailed in the narrative below.

In 2011-12, the Executive Leadership Team began developing a reorganization plan (Redesign) that impacted staffing for ITSS and CTSS. Given the need to have a Chief Information Systems Officer (vacant) and the number of high level projects that were underway or scheduled through the Measure G-2010 Bond program (e.g., Network Infrastructure Upgrades, ERP Conversion, MDF Relocation), the District prioritized and completed the hiring of a Network Technology Manager, Vice Chancellor of Information Technology and CISO, and SharePoint Developer/Administrator. The Executive Leadership Team redesigned the ITSS organization chart to include more training support, network support, and network security support in the future. It also drew attention to the need for the Colleges and District Office to use common standards for technology infrastructure; towards that end, a dotted line was added to the Redesign organization chart between the Vice Chancellor of IT and Vice Presidents of Administrative Services. [3C.1.13]

To facilitate use of common standards for technology infrastructures at the Colleges and District, the IT managers from the Colleges and District Office meet on a monthly basis. This meeting also serves as a forum to discuss technology issues, services, support, plans, projects, policies, etc., and to facilitate communication between all locations. The meeting agendas, notes and resources are kept on an Office365 SharePoint site that is accessible by the District IT Management Team. [3C.1.14]

The District Help Desk recorded an average of 1,469 service requests per month from June 1, 2015 to May 31, 2016, (17,633 total). The highest ranking request type was with MyWeb (26.8%), followed by Office 365 (11.2%), Reprographics (7.4%), Remote-Learner (6.0%), General inquiry (4.8%), Network/Server (4.0%), Email (3.9%), PC software (3.7%), Printers/scanners (3.2%), PC hardware (3.0%), Password (2.9%), Web UI (2.5%), Uncategorized (2.4%), Equipment repair (2.0%), Telephone (1.9%), Other (14.4%). Last year, MyWeb was higher at 32.9%, due in part to not yet providing support for Office 365 or including Reprographics in the Help Desk system. The months with the greatest number of requests are August/September and January/February, as the new terms are about to begin. The Help Desk stays open for an additional hour and a half during the first two weeks of the fall and spring semesters.

With the increase of technologies that are supported and counted in the Help Desk system (e.g., Office 365, Reprographics, CROA Reports, etc.), the number of service requests increased by 2,688 (224 per month) compared

to the previous year, (6/1/14 to 5/31/15). After each service request is completed, Track-It automatically emails a five-question satisfaction survey regarding the support staff's pertinent knowledge, courtesy, information provided, problem resolution, and the user's overall experience. The satisfaction results are consistently high; the annual average response to the satisfaction surveys for ITSS and CTSS staff combined was 3.92 (out of 4) for 2015/2016, 3.94 for 2014/2015, and 3.91 for 2013/2014. Until recently, due to technical reasons, the satisfaction survey was limited to respondents who were on the campus network. This was recently changed by providing users the option to select an external survey link if they were not on the campus network. The Help Desk is working on upgrading Track-It and using more of its self-service features for users to get immediate support. The Help Desk also plans to incorporate chat communications into the new call manager when the VOIP system is updated. Since a lot of the calls are related to password resets, the Systems staff are working on a self-service password reset for Windows user accounts and for moving the MyWeb user accounts to Windows Active Directory. [3C.1.15]

The new District Data Center and EVC MDF were two major IT facility projects completed out of necessity. The new Data Center was necessary to replace the old Data Center, which was at the old District Office next to Evergreen Valley College. The old District Office is no longer occupied as of January 2015 and will eventually be demolished. The new Data Center was built at the new District Office, in proximity of the ITSS staff, and houses the ERP and other critical systems. The Data Center is physically secure, requiring entry through a work room with key locks and doors with electronic locks. The entrance pathways to the doors of the Data Center have security cameras recording all activity. The EVC MDF was completed during spring 2016 and will house the core network, disaster recovery rack, and new fiber backbone terminations.

Six major hardware and software systems used district-wide were upgraded or replaced over the past five years to ensure they were appropriate and adequate to meet the academic, operational, research and support service needs of the District: the Learning Management System (Moodle), Library Platform (Sierra), Microsoft SharePoint (District/College websites), Microsoft Exchange (email), Ellucian Colleague (ERP), and the Reporting Portal. These hardware and software systems are described in the next six sections.

LEARNING MANAGEMENT SYSTEM (MOODLE)

From 2009 to 2012, the LMS (Moodle) was hosted on site and maintained by ITSS. The number of online/hybrid and enhanced classes in Moodle increased over the years but the number of technical staff decreased. In response, a strategic decision was made in 2012 to find a third party vendor to host Moodle and maintain the system updates. After reviewing the options, Remote-Learner was selected for the best value and service. They provide a 99.9% up time warranty and schedule maintenance updates in advance to reduce interruptions of teaching and learning. Remote-Learner supports the incorporation of third party plugins such as TurnItIn (plagiarism check), Cengage (textbook vendor), and NetTutor (tutoring). Remote-Learner hosting of Moodle has been a stable and reliable platform for students and faculty. However, in seeking continuous improvement, the District is planning to migrate to Canvas – through the California Community College Online Education Initiative (OEI) – beginning summer 2016. This was a faculty-led decision approved by the Academic Senates of both colleges.

LIBRARY PLATFORM (SIERRA)

In 2012, it was clear that the library system hardware was due for replacement in order to maintain adequate support. The library staff decided to update the current system from Innovative Technologies with the latest

hardware and software. The PO was issued for a new system and a 5-year service agreement, beginning in 2013. ITSS supports the system and the user accounts – students and faculty log in to access the library database subscriptions. [3C.1.16]

MICROSOFT SHAREPOINT (DISTRICT/COLLEGE WEBSITES)

From 2013 to 2014, a major upgrade to the College and District websites was undertaken in order to establish a common look and feel. The new websites are built on the Microsoft SharePoint Platform. SharePoint enables content owners to keep their content up to date. The site owners meet by phone on a weekly basis to discuss needs and plans for maintaining the websites, provide training, and addressing issues. Content owners maintain the content for their departments or functional areas.

MICROSOFT EXCHANGE (EMAIL)

For many years the District has used Microsoft Exchange for employee email accounts. However, as the servers and storage aged and the number of email accounts and messages increased, the amount of email storage per user account was no longer adequate. To address this, the District made a strategic decision to migrate all employee accounts to Office 365. There were many benefits to this migration – the amount of email storage per user became practically unlimited, the cost of Office 365 was already covered with the existing Microsoft Campus Agreement, Office 365 did not require the purchase of additional hardware, enabled faculty and staff to install Microsoft Office on up to 5 home devices for no additional cost, and offered new online applications such as OneNote, OneDrive, Sites, Groups, etc. Office 365 has been a significant improvement over Exchange. Although satisfaction has not been assessed quantitatively at EVC, the overall satisfaction with email in the SJCC Technology Survey for Faculty, Classified Staff and Administrators (Spring 2016) was high, with 91% of the respondents selecting satisfied or higher. [3C.1.17]

ELLUCIAN COLLEAGUE ERP

The Ellucian Colleague hardware and software was overdue for an upgrade. The hardware was no longer supported by the hardware vendor (although third-party hardware support was obtained) and no longer compatible with major Colleague software releases (e.g., HP-UX, Unidata). This project was funded by Measure G-2010 Bond funds and began in 2014 and was completed in early 2016. It was a major project to replace all of the ERP hardware, implement a disaster recovery system, migrate the database from Oracle to Microsoft SQL and upgrade the ERP software. The ERP system supports Student Registration, Admissions, Financial Aid, Student Services, Finance, Payroll, Human Resources, Self-Service, MyWeb, Research, etc. It is a foundational system that impacts most all aspects of the District and College functions.

REPORTING PORTAL

The District's reporting portal was installed over eight years ago and was a home grown Oracle based system developed by consultants. The system worked well after it was first installed but was not properly maintained over the years. As a result, some of the reports were not accurate. In 2014, the District implemented the Ellucian CROA (Colleague Reporting and Operating Analytics) reporting system. The District also hired a company to build a data warehouse and provide specialized student enrollment reports. This reporting system requires additional hardware for an ODS database (Operational Data Store) and BusinessObjects server. The IT infrastructure is maintained by ITSS, the longitudinal reports are primarily maintained by IESS (Institutional Effectiveness Service and Support) and the transactional reports are primarily maintained by ITSS.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3C.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

CONTINUOUS PLANNING

The SJECCD Strategic Information Technology Plan was approved in October 2012. It is a five-year district-wide technology plan that is aligned with the mission, vision and strategic initiatives of the District. It is a long-term strategic plan that addresses technology needs according to the following five components of an information systems architecture: Network Infrastructure, Hardware Platform Infrastructure, Data and Document Infrastructure, System and Application Software, and Organizational Structure. [3C.2.1] It is also a tactical plan that lists a set of strategic initiatives and/or projects for each of the five components of the information system architecture. The 2012 plan included 40 Strategic Initiatives. The plan was updated in June 2014 with the total number of Strategic Initiatives increased to 54, although some of the 2012 initiatives were completed by this time. In late 2014, the list of strategic initiatives was expanded to include one or more projects for each initiative. Additional columns were added to include a Project Description, Priority, Start date, End date, Status, etc., and to show how each project is aligned to District Strategic Priorities, Global Ends Statements, and Accreditation Standards. [3C.2.2]

The tactical part of the Technology Plan is also referred to as the Technology Master Plan Project List. The project list is maintained on an Office 365 SharePoint site, which the District Technology Planning Group and by the District IT Management Team reference regularly. [3C.2.3, 3C.2.4] The charge of the District Technology Planning Group is to provide advisory guidance to ensure that the District Technology Plan is in alignment with the District Strategic Goals and College Technology Plans. The charge of District IT Management Team is to communicate and collaborate regarding District IT projects, policies, standards, and processes. The Technology Master Plan Project List is updated on an ongoing basis. Furthermore, each year the Chief Information Systems Officer provides a District Technology Plan Annual Report to the Board of Trustees. [3C.2.5]

Driven by the 2012 SJECCD Strategic Information Technology Plan, many technology projects were completed to ensure that the quality and capacity of the technological infrastructure is adequate to support the mission, operations, programs, and services of the District. A listing of all of the technology plan projects with their respective alignments to Standard 3C is provided on the District Technology Planning Group site. As of May 2016, there were 68 projects aligned to Standard 3C2 of which 39 were complete, 25 in progress, and 4 waiting to restart. Completed projects with a significant impact on the quality and capacity of the technology infrastructure to support the mission, operations, programs, and services of the District include a new online application for students (CCCApply), online Student Planning (Ellucian), the Colleague WebUI rollout, an upgrade to the wireless network at SJCC and EVC (Phase I), and an upgrade to the wired network at SJCC, with planning an upgrade for the wired network at EVC. [3C.2.6]

One of the largest projects undertaken to improve the quality of the technology infrastructure was the upgrade of the District Office and College networks. This upgrade was funded by the Measure G – 2010 Bond Program and consists of four Bond projects – SJCC #31702, EVC #32702, DO #39705 and #39310 – with a total cost exceeding $15,000,000. [3C.2.7] The scope of the network upgrade projects at SJCC and EVC per Bond List Revision #18 was as follows: "Develop a robust, scalable, secure wired and wireless network infrastructure to support high volume network access by all constituents for learning, instruction, operations, research, communications, facilities, security and future growth throughout the campus in support of the college mission. This project will include the replacement and expansion of all network switches, routers, firewalls, uninterruptible power supplies and wireless access points throughout the campus. It also includes installing new fiber and copper data cabling and refurbishing many wiring closets to include adequate electrical power, security and cooling."

The College systematically plans for, acquires, maintains, and upgrades the technology infrastructure and equipment to meet institutional needs. The College accomplishes this through integrated planning at the College and through collaborating in planning for technology with the District. Comprehensive Program Reviews provide for analysis, dialogue, and identification of resource needs, including technology needs, at the program level. This planning is linked through integrated planning of the College to the IEC. The work of the CTC is also integrated into College planning through the IEC. [3C.2.8]

REPLACEMENT

Technology planning at the College is coordinated with District technology planning. The District Strategic Plan for Information Technology 2012-2017 reflects the collaboration between the District and the College. The College's Technology Plan 2011-2015 includes a five-year instructional lab replacement schedule, a four-year replacement schedule for faculty and staff technology, and a four-year update schedule for Smart classrooms and conference rooms. In addition, the plan includes an annual recommended budget for technology. [3C.2.9]

For the 2012-2013 academic year the recommended technology replacement budget was $240,000. The District has laid out a five-year plan for funding College technology replacement instruction and operations. The key to the College's technology budget is the allocation percentage funding model. Regardless of the amount of funding available, the distribution of funds for labs, computers, and classrooms is based on an allocation percentage: 62 percent for staff and faculty technology, eight percent for campus printing, 12 percent for classrooms, and a contingency fund of 18 percent [3.C.2.10].

Through District bond funding, the EVC campus network is being replaced and upgraded through two major infrastructure projects: (a) Bond Project #32702: IT and Tech Equipment, and, (b) Bond Project #39310: Main Distribution Facility (MDF) Relocation. The description of project #32702 is to "*Develop a robust, scalable, secure wired and wireless network infrastructure to support high volume network access by all constituents for learning, instruction, operations, research, communications, facilities, security and future growth throughout the campus in support of the college mission. This project will include the replacement and expansion of all network switches, routers, firewalls, uninterruptible power supplies and wireless access points throughout the campus. It also includes installing new fiber and copper data cabling and refurbishing many wiring closets to include adequate electrical power, security and cooling (Updated Scope per Measure G-2010 Bond List Revision #18, 12/8/15).* [3C.2.11] The purpose of project #39310 is to relocate the MDF from the Roble building – which is scheduled for demolition in 2017 – to the Student Services Center. The MDF houses the core network and will also be used to

house a disaster recovery rack by ITSS. An electrical generator was installed to provide power to the MDF equipment in case of a PG&E power outage.

Bond Project #32702 is well underway. Project planning was completed in 2015 for the network upgrade. The existing WAPs have been replaced with new WAPs. New network equipment, firewalls and installation services have been procured. Construction work for the new MDF was completed in February, 2016. [3C.2.12] All planning and specifications for installing new fiber optics and category 6 cabling has been completed and a contract was awarded to Cupertino Electric on April 12, 2016 to install the new cabling. [3C.2.12] As the fiber optics cabling is installed throughout the campus, the network infrastructure will be installed. The goal is to complete the infrastructure upgrade by the end of 2016.

New failover circuits to the Internet were installed for both Colleges and the District Office in June 2015 so that if the primary circuit to any site fails, Internet traffic is automatically rerouted to the secondary circuit. By design, the failover circuits go to diverse aggregation points from the primary circuits. The failover circuits have increased the uptime for Internet access for EVC students, faculty and staff. The costs for installation of the additional circuits, additional routers, monthly service fees, and 24x7 support and maintenance were provided by State funding to CENIC. There is a brief article about the network upgrades in the November 30, 2015 InfoBits from ITSS newsletter. [3C.2.13]

UPDATES

Each year, the CTC reviews and updates the replacement schedules. The annual replacement schedules are submitted to the President's Cabinet for prioritization and funding. Beginning fall 2012, the District Office has made a five-year commitment to replace instructional labs at the College. District funding is approximately $250,000 per year for Evergreen College lab replacement. During fall 2012, six instructional labs were upgraded at an approximate cost of $240,000. During spring 2013, 65 faculty and staff operational technology was updated at an approximate cost of $143,000. Additionally, with the Bond Endowment, the District has committed to a four-year plan of $500,000 for Evergreen College for instructional equipment and replacement of operational/office computers on campus.

CONTINGENCY PLANS TO FULFILL THE MISSION OF THE COLLEGE

Division deans can bring requests for technology needed to fulfill the mission of the Division and the College, and not identified in the replacement schedule, to the Vice President of Academic Affairs. These requests come from Comprehensive Program Reviews or Annual Program Plans, are submitted to the Instructional Leadership Team

and are identified in the annual plan. The Instructional Leadership Team has oversight of the instructional equipment budget and makes funding recommendations consistent with the College's strategic plan. The Instructional Leadership Team may also seek input from the CTC. Requests submitted by student services are directed to the Student Services Leadership Team for review and recommendation to the Vice President of Student Services and forwarded to Cabinet for further consideration and potential funding.

To accommodate unforeseen emergencies, the Technology Plan 2011-2015 recommends an annual technology budget set-aside equal to 18 percent of the total technology allocated by the College Budget Committee. These funds are available to the campus Vice Presidents and the CTC to address unanticipated technology needs.

Analysis and Evaluation

The College meets the standard. The College and the District have effectively planned to maintain and enhance technology that is available for students, faculty and staff. Planning at the College is integrated and grows from programs and student learning outcomes assessment. Planning and budgeting at the College and District provides for ongoing maintenance, upgrading, and systematic replacement of technology resources. The District provides an appropriate system for reliability and emergency backup for the College.

The District Technology Planning Group was initiated in 2014 through the District Council. It is a remake of the district-wide Technology Leadership Group, which met from 2009 through 2012. The District Technology Planning Group consists of members from each constituent group and reports to the District Council. The first meeting was held in April 2015, and the group meets every month during the academic year. The charge of the District Technology Planning Group is to provide "advisory guidance to ensure that the District Technology Plan is in alignment with the District Strategic Goals and College Technology Plans." Its charter includes advisory guidance to align the District Technology Plan, prioritize district-wide projects, review progress reports, and provide advisory guidance for technology projects and planning issues as requested. So far, the planning group agenda items have included the district/college technology plans, EDUCAUSE technology trends, college technology committee reports, district-wide IT projects, the technology plan annual report, Online Education Initiative and Canvas, technology plan project priorities, district/college technology plan RFP, Computer and Network Use policy and procedure update, project prioritization process, demonstrations, updates, and a self-evaluation. The self-evaluation showed that members thought the agenda items were consistent with the charge of the committee (73% Excellent, 27% Adequate), the committee's work was forwarding the charge (55% Excellent, 45% Adequate), and the overall quality of outcomes (55% Excellent, 45% Adequate), voice in District governance (55% Excellent, 45% Adequate), and receipt of important information from District (55% Excellent, 45% Adequate) were satisfactory. Some comments for improvements included getting more participation and more feedback from college committees. The group will work on using and evaluating a new process for prioritizing projects as discussed at the last two meetings. [3C.2.3, 3C2.14, 3C.2.14.b]

One of the major items for the District Technology Planning Group in 2016 was discussion regarding updating the District and College Technology Plans. The group recommended and received support for pursuing a district-wide Request for Proposal (RFP): "San José-Evergreen Community College District (SJECCD) is seeking proposals from qualified vendors for IT Strategic Planning services to develop IT Strategic Plans for San Jose City College, Evergreen Valley College and the San Jose Evergreen Community College District. The goal is to develop three IT Strategic Technology Plans (5-year) that are individualized for each location and integrated in support of common district-

wide technology initiatives, priorities and projects. The technology plans will incorporate a common format that includes Strategic Goals and an "Action Plan" section to list projects and project attributes.

The Action Plan will be designed to be reviewed and revised on an annual basis. The IT Strategic Plans will reflect the mission, vision, values and organizational planning documents (e.g., Educational Master Plan, Strategic Plan, etc.) from their respective locations." The proposals were received on May 24, 2016 and the RFP evaluation committee (volunteers from planning group) recommended a vendor in June. The Board of Trustees recommended the contract award at the July 12, 2016 meeting for technology planning at EVC, SJCC and District-wide. The planning preparation will begin in August with a goal of completing the technology plans in December 2016. [3C.2.15]

The five sample projects from the Technology Plan in the evidence section were completed in response to various priorities from the state level to local. Open CCCApply was required by the California Community College Chancellor's Office (CCCCO). It includes a new CCCID that is assigned to every student and will be used by the CCCCO for various purposes including research and required for the CCCCO Student Success and Support (SSSP) initiatives. ITSS also used this opportunity to improve the application import process. Online student planning is a major component of SSSP and the Ellucian Student Planning module was introduced in 2014. This module allows students and counselors to select an academic program, plan out courses by semester and monitor progress towards completion. It is accessible online but the new system can be slow. ITSS is working with Ellucian to improve its performance. With the upgrade of the ERP system, the desktop client had to be replaced with the Web UI. This was rolled out to all Colleague users and training sessions and resources were provided. This project also required installing a browser plugin (Silverlight) and ITSS and CTSS supported users for the upgrade. Wireless access was upgraded in key areas during spring 2015. This was done ahead of the campus wide upgrades to help alleviate the technical limitations of the former wireless system. The SJCC network infrastructure was upgraded during the 2015-2016 academic year while major steps were taken for the upgrade of the EVC network infrastructure as described in the next paragraph.

The Measure G-2010 Bond Program included network infrastructure projects for EVC, SJCC, and the District Office. As mentioned above, the goal is to, "Develop a robust, scalable, secure wired and wireless network infrastructure to support high volume network access by all constituents…" Under the leadership of CampusWorks in 2013-14, the District took a "best of breed" approach to seeking the best technologies for firewalls, network switches, and wireless access. An RFP was issued and a cross constituent RFP committee was formed to work with Purchasing to select an integrator's network infrastructure solution that is standardized across all locations throughout the District. A vendor was selected in September 2014 and network implementation started with the new District Office, given that there was no network in place and the move to the new District Office was scheduled for December 2014. The next location to be upgraded was San Jose City College. SJCC networks upgrades got underway in June 2015, continuing through January 2016. SJCC was chosen because their fiber network cabling was in place, they were ready. The MDF for EVC is located in the Roble building, which is scheduled for demolition in 2017. Thus, a new MDF had to be built for EVC and new fiber optics cabling installed from each building to the new MDF. MDF construction was completed in January 2016, and the fiber optics cabling contract awarded in February 2016. Network equipment was purchased and the vendor will begin installing the new network equipment during summer 2016, after the fiber is installed. The goal is to upgrade the EVC network by the end of 2016.

To maintain the integration of campus planning activities, the technology planning activities and timeline will be incorporated in the College's Planning Institutional Effectiveness action plan, Outcome 3: Align campus activities utilizing the integrated plan. (See QFE Action Project 1: Planning-Institutional Effectiveness)

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3C.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

TECHNOLOGY RESOURCES ARE IMPLEMENTED AND MAINTAINED

Technology resources are used throughout the District at all locations to support courses, programs, and services. ITSS and CTSS continuously work to implement and maintain reliable access, safety, and security for the use of technology resources. The primary district-wide technology resources for which reliable access and security is required are Microsoft Windows, WebAdvisor (MyWeb), Colleague, Office 365, College/District websites, Moodle, CCCApply, VOIP phones, Internet access, Local Area Network access, and Wireless access. The primary district-wide systems for safety include the Everbridge emergency notification, classroom speaker phones, emergency blue phones, security cameras, and police radio dispatch.

ITSS is responsible for maintenance of equipment to the Network Infrastructure and the Main Distribution Facility. The College CTSS maintains an inventory of campus technology that includes equipment details and date of purchase, service call records, and technology utilization reports that help guide the decision process [3C.3.1]. The College uses a series of guiding principles and standards embedded in the Technology Plan 2011-2015 to determine instructional lab resources [3C.3.2]. The CTC maintains a four-year replacement cycle for faculty and staff computers. The decision to establish a four-year plan was based on guidance from the System Office, best practices from the Gartner Group, and budget realities [3C.3.3, 3C.3.4].

RELIABLE ACCESS AND SECURITY

To following table illustrates how reliable access and reliable security are provided for the primary district wide technology resources:

Technology Resource	Reliable Access	Reliable Security
Microsoft Windows – Active Directory (AD) User Account	Multiple Windows Domain Controllers (DCs) are installed throughout the District network to provide redundancy in case of a DC failure.	Employees are required to change their password every three months – the password has to be complex and cannot be repeated.
WebAdvisor (MyWeb)	After the ERP upgrade, implemented new WebAdvisor servers in VMWare environment which is more reliable and more easily recoverable. UPS system and backup power generator.	Uses Ellucian security to login to MyWeb account.
Colleague WebUI	After the ERP upgrade, implemented two Colleague WebUI servers (instead of one) for redundancy. The new Colleague hardware is more reliable and more easily recoverable. System is backed up nightly. UPS system and backup power generator.	After the ERP upgrade, changed the user accounts from Unix to Windows and enforce the Windows password reset rules. Eliminated Unix accounts (one less user account to maintain).
Office 365	Multiple Office 365 servers in the Microsoft Cloud.	Use Microsoft ADFS to support Microsoft AD user authentication to Office 365 – this is the same Microsoft Windows user account used to access local computer and email.
College/District Websites	Installed three mirrored SharePoint websites for each location (SJCC, EVC, DO, WI) to provide redundancy in case of a website failure and to provide extra capacity for a high number of users. Servers are backed up nightly. UPS system and backup power generator.	The public websites are locked down to read-only access. ADFS is used for web authors to be able to log in to make changes to the websites.
Moodle (Distance Education and enhanced classes)	Hosted by RemoteLearner on multiple servers in the cloud. Remote Learner also maintains Moodle software and keeps it up to date. Remote Learner handles data backup and recovery and provides 99.9% uptime on a 24 by 7 basis. [3.C.3.1]	Same usernames as WebAdvisor (MyWeb) to make it easier for students.
Canvas (Distance Education and enhanced classes)	Hosted by Canvas on redundant servers in the cloud for high reliability of access.	Same usernames as WebAdvisor (MyWeb) to make it easier for students.
CCCApply	Multiple servers hosted in the cloud and maintained by the California Community College Technology Center. The CCC Technology Center handles data backup and recovery.	Students set up secure OpenCCC user accounts. Staff access the CCCApply Control Center using Shibboleth connected to their Microsoft AD user accounts. When AD user account is disabled, access to Control Center is disabled.
VOIP Phones	Averaged over the years, the access has been very reliable. Over the past year, as the VOIP systems are nearing end of life,	Users have passwords to access their voice mail.

Technology Resource	Reliable Access	Reliable Security
	the reliability has slightly decreased. Plans are underway to upgrade the VOIP systems. UPS system and backup power generator.	
Internet Access	Internet access is provided by CENIC. In 2014, CENIC installed diverse backup circuits for each location (SJCC, EVC, DO) and this increased the reliability of the access. When a primary circuit fails, the backup circuit is automatically activated and the brief outage (<1 minute) is largely unnoticed.	Implemented new Palo Alto Firewalls to provide security between the college/district networks and the Internet.
Local Area Network (LAN) access	All of the LANs will be upgraded with new equipment and a new redundant architecture for higher reliability. This has been completed for SJCC and the DO and is underway at EVC. UPS system and backup power generator for MDF. UPSs for IDFs.	The new LAN has secure VLANs to protect network access.
Wireless access	The wireless system has been expanded at all locations (SJCC, EVC, DO). Additional expansion is planned for EVC and SJCC. The new wireless system has wider coverage and provides more reliable access. UPSs for IDFs.	The district plans to organize the wireless network into three regions for security purposes: Internal (requires security certificate and authentication – not yet implemented at colleges, implemented at District Office), Open (requires authentication – planning is underway for colleges, not yet implemented as of May 2016) and Guest (requires captive portal – not yet implemented).

SAFETY

The primary district-wide systems for safety include the Everbridge emergency notification, classroom speaker phones, emergency blue phones, security cameras, and police radio dispatch. Everbridge is activated by Police Services and sends email and text messages to students and employees providing information and instructions in case of an emergency. Classroom speaker phones are activated by authorized managers to send voice announcements to classrooms providing information and instructions in case of an emergency. Emergency blue phones are located outside buildings and in parking lots and are for emergency calls to police services. Security cameras are used to deter criminal activity, monitor for safety and capture video for evidence.

SECURITY

District ITSS, with guidance from the College, is responsible for the development, implementation and maintenance of technology to support student and employee services. In addition, District ITSS has the responsibility to provide the College's students, faculty and staff with high-performance and reliable network services. Network service is divided into three virtual networks. The administrative network is the District's highly

secure network used by College employees and allows access to administrative services and records. An instructional network that is used in instructional laboratories has access limited to that specific lab and the Internet. And, a public network that is open to the Internet only. District ITSS manages the Internet firewall to block or limit unwanted Web traffic such as peer-to-peer file sharing and the distribution of protected material.

STANDARDIZED TECHNOLOGICAL RESOURCES

The District, in consultation with the Evergreen Valley College, sets standards for campus technology to be purchased and maintained. Standards for technology that connects to the administrative and instructional networks include specifications for anti-virus software and updating policies to prevent viruses and other damaging software from appearing on the District networks [3C.3.5].

The College works through the Campus Technology Committee and College Planning Council and with the District to ensure that the distribution and utilization of technology resources at all locations where it offers courses, programs, and services are implemented reliably with access and safety.

The Campus Technology Plan, in alignment of the District Technology Plan, makes recommendations about the use and distribution of technology resources. The recommendations are based on information received from a number of sources. The College's Instructional Leadership Team, the Student Services Leadership Team, the President's Cabinet, and the Campus Technology Committee are the lead advisors.

The College encourages and supports faculty in the use of technology and Web-based tools to support instruction on campus as well as distance education. The CTC actively seeks input from faculty and staff, and from best practices in technology-supported teaching and learning.

Analysis and Evaluation

The College meets the standard. Evergreen Valley College is implementing a Resource Allocation Process that ensures that a wide array of technology that supports student learning by the development, maintenance, and enhancement of ITSS programs and services. Working with the College Shared Governance, the College, in cooperation with the District, re-established and funded the Instructional Technology Program Review Allocation plan in fall 2015.

The District deploys redundant network and infrastructure technologies to help ensure that resources are always accessible to students, faculty, staff and administrators. This includes data backups, disaster recovery and backup power generators for the MDFs at the College and the District Office. The strategy is to eliminate single points of failure for high impact technology resources where possible. This strategy has been effective in practically eliminating downtime in Internet access through CENIC due to installation of redundant backup circuits for each site in 2014. Redundancy was deployed in the new wired networks with redundant switches connecting Building Distribution Facilities (BDFs) to redundant switches in the Main Distribution Facility (MDF). Also, the new Wireless Access Points do not require controllers and this has eliminated a potential point of failure that negatively impacted the previous wireless system. SJECCD uses external cloud-based vendors for some services and ensures that the contracts address accessibility, backup and recovery. Cloud services provide redundant systems to support business continuity access in case of a system failure or external disaster. Beginning in the summer of 2016, the College and the District will begin the migration to Canvas, a cloud-based Learning Management System (LMS) with sufficient tools to facilitate teaching college classes in multiple learning environments (i.e., face-to-face, blended, or online). Canvas has received a Gold Level NFB-NVA Certification to Infrastructure for its

system. Another important aspect of the Canvas LMS is its ability to incorporate customer feedback, and its collaboration with users for improvement.

Like many other districts, SJECCD utilizes a variety of different systems for user authentication. However, ITSS is exploring Identity Management solutions to serve as a single sign-on system in the future per the Technology Plan (ID#115). For now, and in preparation for an enterprise Identity Management solution, the strategy is to leverage Microsoft Active Directory (AD) user accounts for various services that will include students. For example, after the ERP upgrade, AD user accounts replaced the Colleague Unix user accounts, eliminating one login system. Planning is underway to use AD user accounts for MyWeb. This requires completing the prerequisite steps: creating AD user accounts for all students and providing an online self-service password reset for AD accounts. Upon completion, this will pave the way to use AD accounts for MyWeb, LMS, Wireless authentication, Office 365 (students), and more. ITSS is reviewing two-factor authentication options where appropriate.

Police services has responsibility for sending emergency notifications and ITSS and CTSS work to support their needs for all communications – phone, email, text, public address, and radio. The recently hired Chief of Police is working diligently to update all emergency communication systems to ensure that Police Services can communicate effectively and responsively during emergency situations. This includes transitioning the police radio dispatch system to a new digital radio system that is tied with the county's emergency services.

To further study and enhance the alignment of technology resource allocation with the college institutional planning activities, the College identified the Planning-Institutional Effectiveness action plan's Outcome 1: "Refine Infrastructure for Institutional Planning and resource allocation." (See QFE Action Project 1: Planning-Institutional Effectiveness)

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3C.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

INSTRUCTION

ITSS provides instruction in the use of district-wide technologies through a variety of venues including Professional Development Days (PDD), on-site workshops (scheduled by ITSS or by request), and through instructions provided on MyWeb, Moodle, and the District Help Desk website. A new training lab with 16 computers was built on the 7th floor of the new District Office to facilitate on-site and remote instruction. Zoom conferencing software with screen sharing is used regularly for District IT and District Planning meetings and for providing training support. The ITSS newsletter, ITSS InfoBits, includes announcements about new technologies and technology tips. [3C.4.1, 3C.4.2, 3C.4.3, 3C.4.4]

ITSS obtains training vouchers for technical staff as appropriate when purchasing new technologies. In this way, technical staff were trained in how to use the new wired, wireless, security, and VMWare technologies. ITSS seeks

training from vendors who are implementing new software or new software features, as was done with the Ellucian Colleague upgrade. ITSS management and staff are encouraged to attend IT conferences, the Datatel User Group meetings, technical training, and webinars.

The District contracted with CampusWorks to perform a series of Business Process Reviews (BPR) and Business Process Improvement (BPI) plans to support the effective use of Ellucian Colleague around programs, services and operations. The BPRs and BPIs were completed for Fiscal Services, Finance, HR, Payroll, Admissions and Registration, Financial Aid, Data Standards, Degree Audit, Counseling, and Student Planning. These reviews were done in preparation of the ERP SQL Migration project. A new Colleague Core Group was started in 2015 to support staff (primarily) in working together to develop effective technology solutions for student services and operations. [3C.4.5, 3C.4.6]

The College provides students and college personnel with quality training, support, and professional development in the effective application of information technology. Until 2008, technology training for College faculty and staff was provided by the College's Center for Teaching and Learning. Budget restraints have impacted the training for technology, which resulted in a reduction in technology training opportunities for faculty and staff. Nevertheless, with the technology constantly evolving, Evergreen Valley College continued its in-house technology training in Office 365, WebUI, CurricUnet, Moodle, and Canvas during Professional Development Days. [3C.4.1]

SUPPORT

The ITSS Help Desk provides technical support for students, faculty, staff and administrators from all locations. Users may call or email the Help Desk to receive help for supported technologies and a service ticket is created within the help desk software, Track-It. If the Help Desk technicians are not able to resolve an issue, the request is assigned to the appropriate ITSS or CTSS staff member and Track-It automatically emails the service ticket to the assigned support staff and to the requestor. The ITSS Help Desk hours of operation are 7:00 a.m. to 5:30 p.m. on week days. During the first two weeks of fall and spring terms, the Help Desk is open until 7:00 p.m.

PROFESSIONAL DEVELOPMENT FOR FACULTY, STAFF, AND ADMINISTRATION

The District offers ongoing professional development opportunities to all District users, including online tutorials on the creation of Moodle sites and other helpful support information and tutorials on the District Help Desk website. ITSS also provides ongoing training on a variety of desktop applications. Recent examples include training in Office 365, Web UI, SharePoint, Degree Audit workshops for counselors and students, WebUI Access, and Securing Your Workspace to Meet FERPA Standards [3C.4.1].

The College's Technology Resource Center (TRC) opened its doors in fall 2012 with a broad-based mission of supporting professional development for faculty and staff. The list below shows the general support services the TRC provides:

- Training and documentation
- Increase the use in the functionality of Moodle
- Terms of service agreement
- IPad training
- Moodle training
- Social media training
- DSP participant technology training
- Website content management training
- Online teaching training
- Teaching a flipped classroom
- Orientation for students on using simulation equipment

TRAINING AND SUPPORT FOR STUDENTS

District ITSS provides FAQs and tutorials online for students and has given presentations to student groups when launching new systems, such as student email, WebSchedule and DegreeAudit. In addition, District ITSS makes available to students online training materials such as MyWeb, Moodle, Canvas and Office365 tutorials [3C.4.4]

CTSS-provided technology training for students is carried out through curricular offerings in the Business and the Science, Math, and Technology divisions. The Business Division offers courses in a variety of software applications, with these courses available during the day, evenings, and on Saturdays in a variety of formats, including semester-length, short-term and online. The EVC Business and Workforce Division has an active advisory committee, made up of community and business partners, who inform the division regarding technology needs of students entering the workforce [3C.4.7].

Additionally, the College provides for informal support for students in the library, the Learning Center, and other open computer labs, all of which have College staff available to assist students with technology needs [3C.4.8].

DISTANCE EDUCATION

Training and orientation for distance education students is provided by the College and by the District. The District provides training to faculty – not students – on the use of Moodle and Canvas. The District Help Desk provides support to students for accessing Moodle and Canvas. Through the Online Education Initiative, Infrastructure provides off-hour support to students and faculty for Canvas (evenings/nights/weekends). [3C.4.9] The College has a comprehensive Distance Education support system in place for students new to online education and for current online students [3C.4.10]. The site provides information for students on how and where they can get support services to support their distance education. From this comprehensive website, students can access information about online course availability, use of online tools, and information about learning online. There are several tutorials covering topics from email to time management. In addition to the support for faculty and staff through Technology Resource Center (TRC), the Distance Education website also provides resource information for faculty and staff. [3C.4.11]

The Curriculum Committee has trained all division representatives in the use of CurricUnet, the data base for recording all information related to Course Outlines of Record. These representatives train faculty members in the use of CurricUnet [3C.4.12]

Analysis and Evaluation

The College meets the standard. The College provides a rich variety of quality professional development and training opportunities for students and staff. Students are provided training and technology support through courses, online tutorials, and workshops to support their effective use of technology tools such as DegreeAudit. Students also receive informal instruction at various open computer labs, the library, and the Learning Center, as well as through the Technology Resource Center (TRC), District Distance Education, and the Online Education website.

As new technologies are implemented that will be supported by the Help Desk, the technicians receive training in how to use them. This includes technologies located at the District Office (e.g., SharePoint) and at the colleges (e.g., AV in Smart Classrooms). Workshops are provided at the Colleges and District Office for new technologies and instructional resources are posted on the District Help Desk website and referenced in the ITSS InfoBits newsletters. [3C.4.13]

When Web UI 4.5 was introduced in spring 2015, numerous workshops were provided at each location and documentation and user guides were provided online. When Office 365 was rolled out, workshops were provided during the Professional Development Days and links to technology resources were provided online. In preparation for beginning the migration to Canvas this summer 2016, online faculty and support staff received significant training and support.

The new District Office Training Room is used for District wide and District Office training and work group meetings. Functional areas reserve the training room using the Outlook calendar. Based on the number of reservations of the room, it is being used on a regular basis and has capacity for handling additional reservations. In addition to the seventh floor training room, each floor of the new District Office has meeting rooms with technology that are used to support face-to-face meetings and hybrid meetings using a video camera and Zoom.

The Help Desk software, Track-It, has self-service options for users to track their service requests and to seek solutions for technology questions. Although user satisfaction for Help Desk services is high, there are times when users cannot reach a person. In response, ITSS will be building out the Track-It self-service solutions (knowledge-base) so users may be able to get help quicker. Through Gateway, workshops, and online tutorials, the College provides quality training for faculty and staff. Evergreen College also provides specific support for faculty and students in online teaching and learning.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3C.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 District Computer and Network Use Policy and Procedure was updated in 2016. The policy and procedure applies to all students, faculty, staff, administrators, contractors and anyone who uses District technologies. The Administrative Procedure delineates the proper use of technologies such as computer use, software licensing and downloading, and email. Also included in these procedures is the proper use of institutional data and privacy and security information. The Use of District Equipment Policy and Procedure was also updated in 2016. [3C.5.1, 3C.5.2]

The College has processes that guide the appropriate use of technology in teaching and learning. More specifically, the College Educational Master Plan [3C.5.3], and the Effective Strategies for Online Teaching and Learning [3C.5.6, 3C.5.7] each have guidelines for the appropriate use of technology in teaching and learning.

The Computer and Network Acceptable Use Agreement governs the use of email, computer systems, and college networks. For example, as a condition of access to computing facilities, every computer user must observe the following guidelines: maintaining an environment conducive to learning, using computing facilities according to the highest standards of professional and personal courtesy, maintaining secure environments, assuming responsibility for the protection of files, and making economical use of shared computer resources. [3C.5.1]

DISTANCE EDUCATION

The College encourages use of technology in instruction in various ways. All classrooms are technology and Wi-Fi enabled. The College has adopted a distance education platform to deliver fully online and hybrid class sections, and to augment traditional face-to-face class instruction. All faculty are encouraged to use Moodle (soon to be Canvas) and the Distance Education Faculty Coordinator trains and supports all users [3C.5.3]. The College Academic Senate encourages all faculty to create Web pages to facilitate face-to-face instruction. [3C.5.9]

The College Technology Committee falls under the Evergreen College Counsel with a focus to create, update, and facilitate the needs identified in the technology master plan and to address campus technology needs. The goal of the committee is to ensure that the highest level of services possible is provided to students, faculty, staff and administration of the College. The CTC brings technology related recommendations of a procedural nature for approval to the College Council allowing participatory engagement and approval. [3C.5.10]

Analysis and Evaluation

The College meets the standard. The Computer and Network Use Policy and Procedures were updated in 2016. The policy and procedure were revised through meetings with IT staff, the District IT Management Team, the District Technology Planning Group, District Council member comments and submitted to the District Council. Revisions addressed items such as the scope of technology resources, IT staff responsibilities, additional copyright language, and additional information about data protection.

Evergreen Valley College adheres to the established policies and procedures approved by the Board, ensuring that the use of technology is appropriate in teaching and learning. At the division level, the faculty, staff, dean, and vice president engaged in discussion on the use of technology to enhance the student experience consistent with the policies and procedures.

The analysis of the functional map indicates that e division of responsibilities is appropriate for this standard.

CHANGES AND PLANS ARISING FROM THE SELF EVALUATION

There are none noted in standard 3C.

EVIDENCE LIST

3C.1.1 SJECCD Delineation of Functions Map 2016-2017 (Revised May 2016)
3C.1.2 District ITSS web page
3C.1.3 District Help Desk web page
3C.1.4 SJECCD Strategic Information Technology Plan
3C.1.5 Measure G-2004 and Measure G-2010 Bond website – Measure G-2010 Project Information
3C.1.6 Evergreen Valley College Technology Committee Composition and Minutes
3C.1.7 Measure G 2010 Bond Language

3C.1.8 Measure G 2010 Webpage
3C.1.9 Educational Master Plan
3C.1.10 PR Template- technology
3C.1.11 Computer Science-PR technology
3C.1.12 EDUCAUSE survey results
3C.1.13 Redesign Organization Chart for ITSS (p. 66)
3C.1.14 District IT Management Team Meetings
3C.1.15 Help Desk Request Volume by Monthly Reports
3C.1.16 Library System Refresh Board Agenda
3C.1.17 SJCC Technology Survey Results
3C.2.1 SJECCD Strategic Information Technology Plan (October, 2012)
3C.2.2 SJECCD Strategic Information Technology Plan (Updated June, 2014)
3C.2.3 District Technology Planning Group SharePoint site
3C.2.4 District IT Management Team SharePoint site
3C.2.5 District Technology Plan Annual Report to the Board of Trustees (2015)
3C.2.6 District Technology Plan Project List
3C.2.7 Measure G-2010 Bond Program: Bond List Revision No. 18
3C.2.8 Evergreen Valley College – Shared Governance Decision Making Handbook pp. 7-29
3C.2.9 College Technology Committee Planning Group Minutes
3C.2.10 College Technology Plan
3C.2.11 Measure G-2010 Bond Program: Bond List Revision No. 18
3C.2.12 Apr 12, 2016 MEASURE G BOND PROGRAMS CONSENT AGENDA
3C.2.13 November 30, 2015 InfoBits Newsletter
3C2.14 District Technology Planning Group Charge and Charter
3C.2.14b Committee Survey Results
3C.2.15 Request for Proposal 16-0524 IT Strategic Planning Services for SJECCD
3C.3.1 Remote-Learner Contract
3C.3.2 College Technology Plan
3C.3.3 District Budget Committee Planning Minutes
3C.3.4 College Budget Committee Minutes
3C.3.5 Security Document
3C.4.1 PDD Agendas
3C.4.2 Colleague Core Group SharePoint site
3C.4.3 District Help Desk (see instructions listed in center of page)
3C.4.4 MyWeb Instructions (see Student Resources – left side of MyWeb page)
3C.4.5 Share Point
3C.4.6 ITSS Core Group
3C.4.7 Business and Workforce Division Advisory Committee Minutes
3C.4.8 Library Services
3C.4.9 Moodle Instructions (see instructions listed in center of page)
3C.4.10 Distance Education
3C.4.11 District Online Education Website
3C.4.12 CurricUnet Training Videos

3C.4.13 ITSS InfoBits Newsletter
3C.5.1 BP 3720 The Computer and Network Acceptable Use Agreement
3C.5.2 Administrative Procedure 3720 – Computer and Network Use
3C.5.3 College Educational Master Plan
3C.5.6 Online Learning and Resources
3C.5.7 Distance Education Handbook
3C.5.9 Academic Senate Document
3C.5.10 College Technology Committee Document

3D FINANCIAL RESOURCES

STANDARD 3D.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 San Jose-Evergreen Community College District (SJECCD) and Evergreen Valley College (EVC) 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. [3D.1.1; 3D.1.2]

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, [3D.1.3] and budget management, [3D.1.4], and fiscal management for the District; contracts for, 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 [3D.1.5]. 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. [3D.1.6].

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. [3D.1.7] Evergreen Valley 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 Vice President of Administrative Services supervises college budget preparation and management and oversees college fiscal management in accordance with Board policy and law. [3D.1.6, 3D.1.8]

FINANCIAL RESOURCES

The following table shows the total revenues and expenditures for the District as well as projections through FY 2018-2019.

	Actual Budget	Estimated Actuals	Tentative Budget	Estimated Budget	Estimated Budget
	2014-15	2015-16	2016-17	2017-18	2018-19
Beginning Fund Balance	$13,419,140 (16.1%)	$12,646,465 (13.6%)	$17,456,331 (17.2%)	$14,902,770 (14.1%)	$14,057,837 (13.3%)
Total Revenues	$92,055,299	$106,070,972	$103,302,696	$104,729,068	$107,362,876
Total Expenditures	$92,827,973	$101,261,106	$105,856,257	$105,574,001	$108,045,077
Net Change in Fund Balance	($772,674)	$4,809,866	($2,553,561)	($844,933)	($682,201)
Ending Fund Balance	$12,646,465 (13.6%)	$17,456,331 (17.2%)	$14,902,770 (14.1%)	$14,057,837 (13.3%)	$13,375,636 (12.4%)

Source: 2016-2017 Tentative Budget Report (Internal Fund 10 Only)

SJECCD has sufficient revenues to support educational improvement and innovation as demonstrated with the historical reserve balances from unrestricted general funds.

	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
Statewide Average	18.70%	17.10%	17.60%	17.50%	17.60%
Basic Aid Average	15.80%	15.80%	17.30%	21.00%	21.90%
Bay 10 Average	16.50%	16.80%	17.70%	19.70%	19.80%
SJECCD	10.70%	12.30%	15.10%	16.20%	12.90%

Source: State Chancellor's Office, Unrestricted General Funds

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. The Board of Trustees ensures compliance with the Chancellor's Office requirement of maintaining a minimum reserve equal to 5% of the general fund budget [3D.1.3, 3D.1.9]. The District follows budgeting and accounting methods contained in the California Community College's Budgeting and Accounting Manual, relevant sections of the Education Code, and Title 5 of the California Administrative Code. [3D.1.10].

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 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. 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 10%. As of June 30, 2016 the Stabilization Fund has a fund balance of $500,000.

Effective FY2012/13, SJECCD became the 5th community college district among the 72 California community college districts to be recognized as a "basic aid" district. As such, 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 SJECCD 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:

Basic Skills	Student Equity
CalWORKs	Student Financial Aid Administration
CARE	Student Success & Support Programs
BOG Fee Waiver Administration	TANF
DSP&S	FT Student Success Grant
EOP&S	FT Faculty Allocation
Physical Plant & Instructional Support	

The Board of Trustees' budget principles and financial practices guide the District and College to maintain careful management of all District financial resources. The College receives an annual allocation from the District's General funds to meet instructional and student support programs and services' needs, and to sustain and improve institutional effectiveness.

Adopted budgets for every fiscal year include a base from the previous year, modified with changes in Health and Welfare costs, negotiated contracts, and step and column for personnel. The 2015-16 Adopted Budget shows the District's total unrestricted resources in the Unrestricted General Fund 10 of $113,657,552. The total resources include the beginning fund balance plus current anticipated revenues. This budget covers projected expenses in the amount of $99,628,023, leaving a budget reserve of 14 percent, well above the district reserve requirement. [3D.1.9]. The allotment for Evergreen Valley College was $37,043,028.

Each year, the Colleges and District Office are reassigned eligible unspent operating dollars from the prior year for inclusion with the subsequent year's budget allocation. These are called discretionary budget carryovers. The Colleges are also assigned 75% of new international fee revenue that is generated over the base year (FY2013/14). The Colleges participate in an energy management utility rebate program, whereby if they elect to participate in designated PG&E energy saving days, they receive a dollar-for-dollar benefit of any associated utility rebate. In addition to these funds, the Colleges keep 100% of facilities use revenue that is generated throughout the year, net of actual costs. In each year, this can generate hundreds of thousands of dollars in program opportunity money.

Evergreen Valley College has the fortunate history of acquiring additional resources through several state and federal grants. The broad-based network of grant partnerships with the College display an ongoing history of community commitment to student success. The grant amounts vary from year to year. [3D.1.11]

ALLOCATION OF RESOURCES

The SJECCD District Resource Allocation Model [3D.1.12] uses the Board of Trustees' principles [3D.1.13] and SJECCD's budget allocation methodology to meet the commitments and requirements of the organization. The model's objective is maximization of the resources allocated to the Colleges to achieve student success and attainment of the Trustee, District, and College goals.

There are five major funding groups within the General fund under the Budget Allocation model: San Jose City College (SJCC), Evergreen Valley College (EVC), the Workforce Institute (WI), the District Office (DO), and District-wide expenses (DW). Before determining resources available for allocation, or during an economic downturn, the DW expenditures are evaluated first, based on historical trends and projected needs for the New Year budget. Generally, the DW categories include, but are not limited to:

Advertising	Fuel/Oil	OPEB Debt Service
Audit Expenses	Garbage	Parking Fund Backfill
Bad Debt Allowance	Gas	Postage
Bank Charges	Insurance	Recruitment
Benefit Broker Contracts	Interpreters	Rentals/Leases
Board Elections	Lease Payments	Reprographics
Contracts/Personal Services	Legal Expenses	Telephone
Electricity	License Renewals	TRAN Fees
Enterprise Resource Planning	Maintenance	Vacation/Comp Time Payout
External Collection Fees	Memberships	Water/Sewer

The College and DO budgets are then rolled forward 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 College and DO budgets are also adjusted for premium changes relating to health and welfare benefits. Throughout the year, collective bargaining is underway with the employee groups and, upon settlement, the College and DO budgets are adjusted for any costs or benefits.

The budget is reassessed for additional available resources or necessary organizational reductions. The Chancellor, working with the Chancellor's Cabinet, provides direction in coalescing guidelines and direction for new resource allocation or budget reduction. Prior to making a recommendation, this group assesses the overall financial conditions relative to one-time dollars and ongoing resources within the context of the Board of Trustee's

established Budget Principles. Resource assessment criteria are applied based on the resource allocation principles, including program review, College and District planning, Board Ends Policies, and directional institutional priorities, goals, and objectives.

The College and the District Office 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 21 members with the Vice Chancellor of Administrative Services (as the Chair), six classified staff, six faculty, two MSC members, four Business Officers (one from each location), and two students (one from each campus). The DBC reviews the above activity and all major financial information, including available resources, DW 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.

In accordance with the sound budget principles outlined in the Board Principles, all expenditures at EVC are overseen by the College Budget Committee, the College Council, the staff of Administrative Services, the Division Deans, and the College President. The Budget Committee includes representatives from both full-time and adjunct faculty, classified staff, and administration. Decisions made by the Budget Committee are communicated through the College's resource allocation model to the College Council, which serves as an advisory board to the College President. [3D.1.14] The College Council oversees the College's budget-making process. The funds are administered by Administrative Services, which works with management to ensure that the funds are distributed equitably and spent according to the proposed budget.

PLANNING

Ongoing budget planning discussions to update Board's Principles and set standards and goals for the upcoming fiscal year occur through the Board of Trustees' annual Study Session each February.

The Vice Chancellor of Administrative Services, Executive Director, and Fiscal staff regularly communicate the financial condition of state funding for the District and local property tax funding levels. Reports are routinely updated and provided to the Chancellor, Chancellor's Cabinet, District Budget Committee and Board of Trustees as new information becomes available. This timely, ongoing financial assessment reduces, manages, and virtually eliminates any potential financial risks. Financial emergencies can be minimized and unforeseen occurrences can be handled by adjusting expenditures as needed.

Each year, the District Budget Committee reviews its Budget Calendar [3D.1.14a]. This calendar includes key dates, including anticipated receipt dates of new budget information; a timeline of reports to be prepared and

presented to the DBC; and dates on which the Board of Trustees receives their quarterly reports, Tentative Budget, and the Adopted Budget.

The Board of Trustees formally approves the Tentative Budget for the upcoming fiscal year at the June Board meeting and adopts the Final Budget at the September Board meeting. At an October or November Board meeting, the Trustees receive and review the CCFS-311 Annual Financial Report which is submitted to the State Chancellor's Office. For each of the first three quarters, the Vice Chancellor of Administrative Services provides a budget update to the Trustees, which includes a comprehensive formal budget report. The fourth period is included in the Final Budget in lieu of a quarterly report. The District Budget Committee provides input and feedback on the details within these documents before they are submitted to the Trustees for review.

The Educational Master Plan (EMP) guides financial planning and budget development at EVC. The EMP was updated and presented to the Board of Trustees at its December 2015 meeting. [3D.1.15] The College is integrating planning and resource allocation activities, facilitated by the recently adopted integrated planning model. The College participates in annual budget planning hosted by the Budget Committee each spring. Area managers are invited to present budget requests for the upcoming academic year in an open forum. [3D.1.16].

As outlined in the spring 2016 P*rogress on the Mission Report***,** the College has a process for funding requests as a result of program review. [3D.1.16a] The College's program review process helps guide decision-making and resource allocation in the development of activities that support the improvement of institutional effectiveness and student learning. As a key component of the integrated planning and resource allocation model, program reviews provide systematic, data-driven information that allows the College to examine the overall effectiveness of the institution. The program review process is designed to provide academic, student, and administrative areas the opportunity for review and assessment in relation to the College's mission, vision, values and performance indicators.

Although the College has processes in place for budget planning and resource allocation, the self-evaluation process revealed that greater structure is needed for institutional planning and resource allocation. As such, the College will be developing this area as part of its Planning-Institutional Effectiveness action project (See Action Project 1: Planning-Institutional Effectiveness).

INTEGRITY

Both the District and College's finances are managed with integrity in a manner that ensures financial stability and provides resources for the educational purposes of the Institution. The State Chancellor's Office Sound Fiscal Management Self-Assessment Checklist is routinely followed as a checks and balances system when the budgets are prepared and as on-going management tool.

To guarantee sound financial practices and fiscal stability, the District requires independent external audits of all funds be conducted annually. [3D.1.17, 3D.1.18] District funds that are not required for immediate needs are maintained by the County Treasurer [3D.1.19]

Additional evidence of the District's financial stability and ability to meet financial emergencies and unforeseen occurrences is cited in the recent Standard & Poor's [3D.1.20] and Moody's Investor Services credit rating reports dated May 2016 [3D.1.21]. For the District credit rating, Standard & Poor's reaffirmed at an AA/Stable rating and

Moody's Investor Services reaffirmed at Aa1, both among the highest ratings within the California Community College System.

Within their report, Standard & Poor's stated that "The District has maintained strong to very strong general fund reserves in the past five years…" They noted that SJECCD's highlights include a robust analytical process to consider internally measured trends and county estimates of property taxes to build budget assumptions; quarterly budget-to-actual updates to the board; long-term forecasts for an additional two fiscal years plus a rolling five-year capital plan; an internal investment policy with quarterly reporting to the Board; and a minimum reserve policy to maintain 7% of expenditures. In their Outlook section, they concluded that "The stable outlook reflects our view of the District's strong financial position and strong momentum in tax base growth, which should translate into continuing operating revenue growth. We do not anticipate changing the rating during the two-year outlook timeframe."

Moody's Investment Services reaffirmed at an Aa1 rating. They commented that "The district benefits from a very strong management team that has maintained a sound financial position, and reserves should remain stable in the near-term given the district's Basic Aid designation and the district's financial policies." They went on to say, "Continued AV growth has improved local revenues to the District. The District conservatively estimates future AV growth, the basis for the District's local property tax revenues, will be 3.5% per year, but historical growth rates have been significantly higher."

The District handles and carefully maintains the fund balance and cash flow throughout the year. Short-term funding in the form of the Tax and Revenue Anticipation Note (TRAN) has steadily diminished over time, and the District discontinued its reliance on this short-term funding mechanism in FY15-16.

Evergreen Valley College – TRAN Funding by Fiscal Year

Fiscal Year	**2010–2011**	**2011–2012**	**2012–2013**	**2013–2014**	**2014–2015**
TRAN Funding	$17,630,000	$15,000,000	$10,000,000	$7,000,000	$3,000,000

College enrollment has decreased over recent years, largely due to the uptick in the economy. As more individuals find full-time employment, fewer attend classes. The District tracks historical data to establish future trends between the first and second apportionment periods for projection purposes. SJECCD is in stabilization funding, though it is no longer relevant from a financial perspective as the District became a Basic Aid District in FY2012-13. As a Basic Aid District, general apportionment exceeds the State guarantee and provides a substantially improved financial outlook, primarily driven by the increase in property tax revenues in the SJECCD service areas. Excess property tax is excluded from apportionment calculations. The institutions are using this additional fiscal flexibility to shift from quantity to quality, evaluating course offerings and services to ensure that the needs of the students and the community are maximized and offering relevant classes to enhance enrollment. The College analyzes both enrollment and full time equivalent students (FTES) data in an attempt to improve both FTES and productivity. The College actively plans and manages enrollment and participates in a district-wide Enrollment Management initiative that addresses, among other things, instructional costs, FTEF, attendance accounting, the costs of low productivity, and budget allocation. The College expects that as expenses are aligned to support learning programs and services, the funds will be reinvested in the institution to promote innovation and to cover ongoing and new needs that arise from program reviews.

Evergreen Valley College – FTES by Fiscal Year

Fiscal Year	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
FTES	7,556	7,206	6,792	6,617	6,346

The percentage of the College's Unrestricted General Fund 10 budget allocated to salaries and benefits is 97%, a much higher percentage than the overall District percentage of 85%, as costs associated with utilities, insurance, and other district-wide expenses are not recorded at the college level.

There is sufficient consideration to the budget process related to long-term bargaining agreements. Assumptions include projections for step and column increases, relevant Cost of Living Adjustments (COLAs), and Health and Welfare premium changes, as soon as they are known. Included in each of the quarterly budget documents is the Adopted Budget, Current (Revised) Budget, YTD Actual, and Estimated FY Total for the current year (including annualized revenue and expenditure projections), as well as estimated budget for the following three years. The District Budget Committee vets these documents before submittal to the Board of Trustees. Budget revisions are communicated to the Board for adoption on a monthly basis. Augmentations are carried to the Board for approval as necessary. Bargaining agreements are also presented to the Board for approval and budgets are adjusted accordingly.

The District's total long-term debt has increased from the prior fiscal year due to the sale of general obligation bonds, which are secured by ad valorem taxes. The San José-Evergreen Community College District's successful refunding of selected bonds associated with its Measure G 2004 General Obligation Bond Program in June 2015 resulted in direct savings to the District's taxpayers in the amount of $10,203,044 or 9.67% in present value savings, which is well above the industry benchmark of 3%. These savings are in addition to the savings in April 2014, whereby the District successfully refunded selected bonds associated with its Measure G 2004 and Measure G 2010 General Obligation Bond Programs, providing $19,826,076 in direct savings to the District's taxpayers or 12.10% in present value savings.

The OPEB Trust Fund was established to address Post Retirement Employee Benefits (See Standard 3D.12).

The District is a member of two separate Joint Power Associations (JPAs); one for its Property & Liability coverage and the other for its Worker's Compensation coverage. These JPAs contract with a third-party administrator which administers claims brought against the District. The third-party administrator establishes Loss and Expense Reserves to cover payment of potential verdicts, settlements, and defense expenses, including attorney's fees and other associated litigation costs. The third-party administrator works closely with outside counsel to analyze the District's potential exposure for claims and potential claims, and uses that information to set and adjust Loss and Expense Reserves. The third-party administrator issues quarterly reports to the District regarding the reserves for all reported claims and any erosion of reserves due to payment of Loss and Expenses. The District can also view reserve reports online at any time.

REPORTING

The District files its annual audit reports on time and has taken appropriate actions to address findings cited within the reports. During the last six years, the independent auditors have issued unqualified or unmodified opinions, with very few findings and recommendations. In fiscal year 2012-13 [3D.7.1], the financial auditors had no findings and recommendations. This is very rare and almost unprecedented in school district and community college

financial work. During this six-year period there has only been one material weakness identified by the independent auditors, which was immediately rectified. [3D.1.22]

Fiscal Year	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
50% Law	52.90%	54.15%	55.36%	51.15%	50.95%

Like most California Community College Districts, SJECCD struggled in recent years to reach the State mandated 50% compliance governed by Education Code §84362, which requires "there shall be expended each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education." Controlling the skyrocketing cost of Health and Welfare benefits has been a challenge, as salaries and benefits comprise roughly 85% of annual expenditures. The District is engaged in soliciting bids from local Joint Powers Authorities, in an effort to leverage its buying power and mitigate future rate increases.

Quarterly Financial Status Reports [3D.1.23], Annual Financial and Budget Reports [3D.1.23a], and Apportionment Attendance Reports [3D.1.24a, 3D.1.24b] have consistently been submitted to the System Office on or before the stated deadlines.

Analysis and Evaluation

The College meets the Standard. SJECCD and Evergreen 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 using its program review process. 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.

Although processes 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."

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

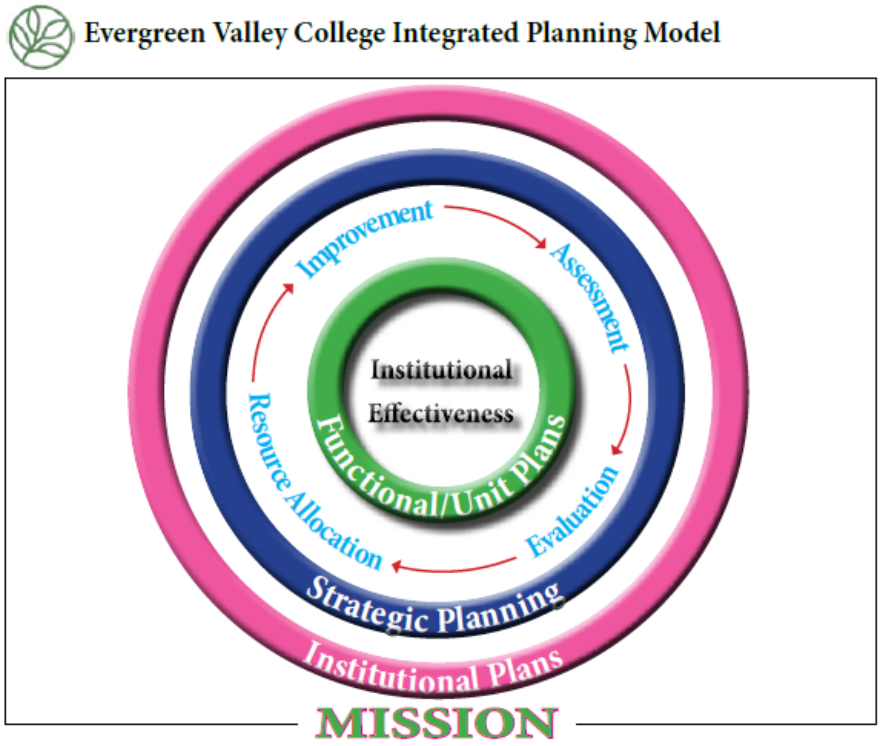
STANDARD 3D.2

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 updated each February at the Board Budget Study Session. These Principles are based, at the highest level, 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. The allocation model also references adherence to the financial criteria established by the California Community College System. [3D.2.1]

As illustrated in the figure below, the College mission serves as the foundation for all campus planning activities.



Financial planning at EVC 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. 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 three strategic initiatives that identify the primary areas of focus or the objective that must be accomplished to fulfill its mission [3D.2.2].

The principal driver of financial planning is program review (noted as unit plans on the Integrated Planning Model). Comprehensive program reviews are completed based on the program review schedule. [3D.2.3] Program review allows for analysis of the College's instructional, 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 "Progress on the Mission Report" [3D.2.4] summarizes the resource allocation activities resulting from program reviews.

INTEGRATION WITH INSTITUTIONAL PLANNING

As outlined in the 2015 EMP [3D.2.5], the College has a robust committee system that has authored nine functional plans related to supporting and integrating financial planning with institutional planning. Each plan is reviewed and funded through the shared governance process. The Educational Master Plan (EMP), approved by the board in the fall of 2015, was developed with an overarching objective to create a document that establishes a framework for the College to project instructional programs and support services needs to meet the needs of students through the year 2030.

The 2030 Facilities Master Plan for Evergreen Valley College was created to serve as a guide for future campus development. [3D.2.6] It includes a graphic and narrative description of the College's strategy to support the initiatives identified in the EMP. It supports the identified growth projections, translates educational program needs to facilities recommendations, and positions the College to maximize funding sources. In the future, the 2030 Facilities Master Plan will help to inform the allocation of resources within any local or state bond measure.

College Strategic Plan

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. [3D.2.7] The Strategic Plan was developed through collaborative discussion by the college community at professional development days and reviewed by the College Council and president. Each unit of the College works on a commonly agreed-upon initiative (student-centered for 2015-16) and outcomes collaboratively developed by Academic and Student Affairs groups. Program review for each unit addresses alignment of their efforts and accomplishments with the strategic initiative and mission of the College.

Campus Technology Plan

The Campus Technology Committee (CTC) developed the College Technology Plan in collaboration with the District Technology Planning Group. The Campus Technology Plan ties in to the District Strategic Technology Plan, College EMP, College Strategic Plan goals, Distance Education Plan, and unit comprehensive program reviews. It promotes the use of technology for instructional and administrative purposes. The College Council reviews recommendations from the CTC and periodic updates to the College Technology Plan [3D.2.8]. The Technology Committee requested RFP's from consultants to help in writing a new plan, and is currently reviewing proposals from various vendors. [3D.2.9]

Student Equity Plan

The Student Equity, Basic Skills, and Student Success and Support Program Plans were developed by the Student Success Committee (SSC) and reviewed by the Senate and College Council. Because the SSC authors all three, the planning and action goals of the Student Equity Plan, Basic Skills Initiative Plan, and the Student Success and Support Program Plan are integrated.

The Student Equity Plan [3D.2.10] identifies subpopulations within the student body whose success has been disproportionately impacted through the college experience. The traditional Student Equity Plan areas of inquiry are access, course completion, ESL and basic skills completion, degrees and certificates obtained, and transfers to a four-year institution. Prior to 2015, there was a lack of dedicated funding for interventions to assist subpopulations experiencing a disproportionate impact. A number of the student support services listed in the internal scan section of the EMP are now organized to target those subpopulations identified as most at risk.

Basic Skills Plan

The Basic Skills Plan [3D.2.11] identifies subpopulations within the student body whose academic successes are lagging and the specific segments of the basic skills curriculum that are the most challenging. Funding from this plan supported interventions such as Early Alert, supplemental instruction, counseling, and tutoring services.

Student Success and Support Program Plan

The Student Success and Support Program (SSSP) Plan [3D.2.12] identifies steps to be taken to improve the effectiveness of core services, such as orientation, assessment and placement, counseling, advising, and other educational planning services, as well follow-up services to at-risk students. The plan describes District research support for the services and uses of technology in the provision of core services and outlines changes to College policy and professional development initiatives. Professional development elements of the SSSP are incorporated into the College Professional Development Plan.

MAJOR GRANTS

The College now hosts three federal TRIO series grants (Student Support Services, Talent Search, and the Upward Bound program). The grants are awarded in recognition of the efforts at the College to define problem areas that touch on national public policy topics identified by the federal government. The grants also recognize good planning by the College to mount intervention efforts to address these problem areas. All three grants are managed in the Student Services area and are integrated with plans across the College to facilitate access to higher education and promote greater success, particularly for student groups who are underrepresented in higher education [3D.2.13].

PROGRAM REVIEW AND UNIT PLANNING

Units and departments of the College prepare comprehensive program review documents on a rotational cycle with a due date of April 1st. A pilot program for an annual update was conducted in 2013-14. A ten-year schedule for comprehensive reviews, 2013-2023, is available at the program review web pages [3D.2.14]. For instructional units the comprehensive program review cycle is every six years, while all vocational programs must do some form of review every two years. For accreditation reasons, the Nursing program is required to complete a program review annually. Instructional program review promotes integrated planning by requiring a discussion of the unit's response to the collectively developed objectives associated with College strategic goals, implementation of its curriculum, assessment of student learning outcomes, and utilization of faculty, staff, facilities, and equipment. The final portion of the review provides an opportunity to discuss future plans and needs.

SJECCD Fiscal Services

The comprehensive program review cycle for student services units is every three years. Student affairs comprehensive program review promotes integrated planning by requiring a discussion of response to the collectively developed objectives associated with the College strategic goals, collection of state-mandated management information system data, success in serving students, compliance with state regulations, assessment of student learning outcomes, and utilization of technology and budget resources. The final portion of the review provides an opportunity to discuss future plans and needs.

Comprehensive program review documents are reviewed and critiqued by the IEC, then forwarded to the College Council and President and shared with the College Budget Committee as part of the ongoing planning and budgeting process. The 2016 "Progress on the Mission" report [3D.2.4] outlines resource allocations related to program review.

THE COLLEGE COUNCIL

The College Council [3D.2.15], 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. EVC has organized governance councils as part of the shared 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.

SOUND FISCAL PRACTICES

Board Policy 6300 Fiscal Management requires that the College adhere to sound ethical and financial principles, maintain effective operations and internal controls, ensure that fiscal objectives are met, and present quarterly financial reports to the Governing Board for approval [3D.2.16]. Administrative Procedure 6305 addresses the requirements for reserves, including maintaining a minimum 7% unrestricted general fund reserve [3D.2.17]. Accounting Administrative Procedures 6310 and 6315 requires that the College adhere to 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 which requires that a list of purchase orders and/or college warrants be reviewed and approved by the Governing Board [3D.2.18, 3D.2.19]. College investments are governed by Board Policy 6320 which states that The District Chancellor is responsible for ensuring that the funds of the District are invested that are not required for the immediate needs of the District. Investments shall be in accordance with law, including the relevant Government Code Sections [3D.2.20]. To verify sound financial

practices and fiscal stability, the Board Policy 6400 concerning audits requires that an outside audit of all funds be conducted on an annual basis [3D.2.21].

COMMUNICATION

Appropriate financial information is disseminated in a timely manner throughout the College through Board reports, President's Executive team, College Planning Council, budget and college planning workshops, budget forums. The budget development process is reviewed by the College Council. Reports for both the tentative and adopted budgets for the succeeding fiscal year are presented to the Board for adoption. At the departmental level, budget information is accurately and timely maintained, for example, personnel authorized to make decisions for their programs and departments have immediate access to financial information for their areas through the College's integrated database system, Ellucian. Additionally, the College's financial information is regularly updated and budget availability reports are forwarded to managers on a monthly basis [3D.2.22]. The District is currently implementing "MyBudget" whereby budget managers will have direct access to their budget via MyWeb.

The District uses Ellucian's Colleague Finance Module to record and review financial transactions, activities and information online. All managers and division staff are trained to review Colleague for all budget analyses needed to manage their division budgets. Each manager has access to all accounts, both restricted and unrestricted, for which they are responsible. This provides real-time budget information throughout the College.

Division and business staff make financial information available to faculty and staff at division meetings and upon request. Training is provided for all managers and staff on a regular basis and training materials are available on the appropriate webpage. In addition, the Campus Business Office provides periodic one-on-one training as needed. The Vice-Chancellor of Administrative Services makes a report to the District Budget Committee quarterly regarding the budget and answers questions from the college community regarding budget allocation from the District.

The Vice President of Administrative Services is a member of the College Administrative Council, College Council, District Budget Committee and College Budget Committee (ex-officio), and regularly updates the Councils on the state of the budget. Additionally, the Vice President of Administrative Services participates in discussions regarding recommendations and funds availability to support planning for hiring personnel, purchasing equipment, and facilities upgrades, among others. All meetings are open to the entire college community, and agendas are posted in advance of the meetings and emailed to all college employees.

The District Budget Committee is made up of all major constituencies from both Colleges [3D.2.23]. Information on budget development, minutes, and other financial information is posted on the Committee's website. Available information relates to budget, fiscal conditions, and financial planning, as well as the five annual budget reports. These reports provide a wealth of information about fiscal conditions, budget, and financial planning. Detailed information on the district-wide resource allocation model can be found in these budget reports. In addition, Board packets contain information for public view on the status of the finances of the District. Information on budget, changing fiscal conditions, and financial planning is provided through the notes and agendas of the Budget committee meetings, and these are archived on the District website. The District also posts the annual Audit reports on the District website. These audit reports include the auditor's opinion on the financial statements, any findings, and management's response to such findings.

Analysis and Evaluation

The College meets the standard. 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, annual update of board principles and the integrated planning model at EVC 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." (See QFE Action Project 1: Planning-Institutional Effectiveness)

Board policies ensure the College continues to operate with sound fiscal practices.

The Colleague management system provides timely information on the current budget and prior year budgets that may be used to support institutional and financial planning and financial management. Colleague has adequate reporting tools to obtain numerous reports for proper planning and management. Reports are provided and are accessible to all staff and faculty on the District website, Budget Committee meetings, and in Board Docs.

All division deans and directors have access to their departmental financial data. Purchase requisitions are prepared online and have built-in control mechanisms that require a valid account number, availability of funds and appropriate approval authorization(s) before a purchase order can be prepared. The Campus Administrative Office meets with division deans and directors periodically to review financial reports and address foreseeable issues. Division and business staff make financial information available to faculty and staff at division meetings and upon request. Not all faculty and staff are familiar with the location of the College and District's budget information on the web, so the dissemination of information concerning these locations is recommended along with more frequent updates during division and unit meetings, and on Professional Development Days.

Although the mission is the foundation for all college planning, the College will explore opportunities to further integrate financial planning based on the mission. (See Action Project 1: Planning-Institutional Effectiveness: Planning-Institutional Effectiveness, *align campus activities utilizing the integrated plan)*

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.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

DISTRICT GUIDELINES AND PROCESSES

The processes for financial planning and budget are recorded and made known to College constituents through the District Budget Committee and as outlined in its resource allocation model, and in all budget documents, presentations, Committee meeting minutes and agendas. [3D.3.1, 3D.3.2]

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). In addition to these quarterly budget reports the District provides the tentative budget as well as the adopted budget so in essence there are five reports per year that speak to the District's financial status. The District also updates on a monthly basis its cash-flow and projects current year and one additional year. This also meets the long-term objective. Budget reports also include projections for the unrestricted general fund for the three subsequent years. These reports include all funds for the District. [3D.3.3]

The institution receives approximately 80% of its unrestricted funding from property taxes that are updated during five reporting periods throughout the year. The District now has adequate cash-flow to not require a Tax Revenue Anticipation Note. The District does not have any Certificates of Participation.

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 Collectors 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. [3D.3.4, 3D.3.5]

Beginning in the spring, and prior to budget adoption in September, the chancellor's cabinet, which includes the College Presidents and Vice Chancellors, reviews the resources that are available and projected to be available, to assess allocation opportunities, and to prioritize based on the board standards that have been identified relative to the mission, vision, and the strategic directions of the organization. These allocation decisions may come in the form of a one-time resource or an on-going allocation to support specific College or District initiatives that best meet the organizational objectives.

Throughout the year there may be additional augmentations based on the availability of additional resources. This is significantly as a result of being a Basic Aid district with five unique property tax data points received throughout the year. As new resources are identified further allocation during the budget year is considered. Also part of this on-going discussion includes consideration for negotiated settlements through collective bargaining. [3D.3.6, 3D.3.7]

The District Budget Committee consists of administrators, faculty, and staff from the District, Evergreen Valley College, and San Jose City College. This committee meets monthly. The minutes for the meetings are available on

the District's website. In the same way the College Council advises the President on budget decisions, the District Budget Committee advises the Chancellor on budget decisions. [3D.3.1, 3D.3.2]

EVERGREEN COLLEGE GUIDELINES AND PROCESSES

Resources are allocated through the College's Resource Allocation Plan, which is a grass-roots plan that begins in October with each Department, Academic Discipline and/or Program/Service Unit, through program review, gathers 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 their respective Vice President. These needs are combined and prioritized to ensure equity and links to the College goals. [3D.3.8]

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, and the Budget Committee carefully analyzes the plan. Its findings are then presented to the College Council, which will make a final recommendation to the College President. This flow of information is summarized in the flowchart depicted in footnote. [3D.3.8]

All of the deans are now aware of the Resource Allocation Plan and in 2015, a new Chair was appointed to lead the Budget Committee. The budget process will be followed much more closely in upcoming years. For example, the Math, Science, and Engineering Division is now using the budget process to request additional funds be allocated to equipment for the physics, chemistry, and biology departments. (These departments gave the justification for these additional funds in their Program Reviews.) The College expects that the hiring of a permanent Vice President of Administrative Services will ensure the budget process will be further supported. The College Budget Committee meets twice a month and the minutes are available on the College website.

Analysis and Evaluation

The College meets the standard. Beginning in the spring, and prior to budget adoption in September, the Chancellor's cabinet, which includes the College Presidents and Vice Chancellors, reviews the resources that are available and projected to be available, to assess allocation opportunities, and to prioritize based on the board standards that have been identified relative to the mission, vision, and the strategic directions of the organization.

In the financial planning for the College, each staff member, faculty member, manager, and administrator has 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.

In this process, the College Budget Committee has a strong voice in determining the allocation of funds based upon the evidence and recommendations made to it. The Committee includes four administrators, three students, four classified staff, eight faculty members (one from each division) including Counseling and Library and Learning Resources. Ex-officio members from Administrative Services and the Budget Operations Supervisor are included. One at-large member is selected by the Academic Senate.

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 so in essence there are five reports per year that speak to the District's financial status.

Although processes 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 plan it resources more strategically. Through the College's Action Project 1: Planning-Institutional Effectiveness, *refine infrastructure for institutional planning and resource allocation*, emphasis will be placed on refining the campus resource allocation process with greater integration to campus planning.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.4

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

Evidence of Meeting the Standard

Individuals involved in institutional planning receive accurate information about available funds, including an annual budget showing ongoing and anticipated fiscal commitments. Recipients include the Board of Trustees, the District Budget Committee [3D.4.1], the College Executive Team, the College Budget Committee, the College Council, and area deans and managers.

ASSESSMENT OF FINANCIAL RESOURCES

All budget reports include comprehensive budget assumptions, which are meticulously developed with an eye to realistic projections for all major revenues and anticipated expenditures. These assumptions are vetted five times per year by the District Budget Committee, and reviewed by the Board of Trustees. The budget reports include a discount factor of expenditures in the out-years, knowing that the current historical five-year trend indicates that 98.52% of the budget is normally spent.

The San Jose-Evergreen Community College District (SJECCD) has a well-established history of effective financial planning, resulting in long-term fiscal stability. The Board of Trustees' budget principles [3D.4.2] and financial practices call for careful management of all District financial resources. The SJECCD District Resource Allocation Model [3D.1.12] uses the Board of Trustees' principles and SJECCD's budget allocation methodology to meet the commitments and requirements of the organization. The model's objective is maximization of the resources allocated to the Colleges to achieve student success and attainment of the Trustee, District, and College goals

Each year at a February Board of Trustees meeting, a budget study session is conducted. The Vice Chancellor of Administrative Services provides an overview of the District's financial state of affairs, typically including an economic forecast, an outlook for the Colleges and District, and current local property tax projections. Each January, the Governor proposes the budget outlook for the following fiscal year, which is also included in this study session.

Other local economic factors are evaluated, including local budget trends and needs, employment demographics, status of full-time faculty obligation numbers, and the District fund balance in relation to comparable district fund balances throughout the region and the state. A review of the District's status in relation to the 50% law standards

and other fiscal performance data is also provided. Based on the components of the budget study session, the Chancellor and Vice Chancellor of Administrative Services provide financial insight and guidance relative to fiscal analyses, trends, and budget issues or opportunities that may be forthcoming. Following this, the Board of Trustees' current principles are reviewed, including an interactive dialogue for consideration of updates, deletions, or additions to these guiding principles.

The Vice Chancellor of Administrative Services provides regular budgetary and financial updates to the Board of Trustees throughout the year. These oral reports include new information, such as property tax changes or announcements from the State Chancellor's Office.

The Board of Trustees formally approves the Tentative Budget for the New Year at the June Board meeting [3D.4.3] and adopts the Final Budget at the September Board meeting. The Trustees receive and review the CCFS-311 Annual Financial Report at an October or November Board meeting, which is then submitted to the State Chancellor's Office. For each of the first three quarters, the Vice Chancellor of Administrative Services provides a budget update to the Trustees that includes a comprehensive formal budget report. The Tentative Budget is presented in the fourth period in lieu of a quarterly report. The District Budget Committee provides input and feedback on the details within these documents before they are submitted to the Trustees for review.

There are five major funding groups within the General fund under the District's budget model: San Jose City College (SJCC), Evergreen Valley College (EVC), the Workforce Institute (WI), the District Office (DO), and District-wide expenses (DW). Before determining resources available for allocation, or during an economic downturn, the DW expenditures are evaluated first, based on historical trends and projected needs for the New Year budget.

The College and DO budgets are then rolled forward with adjustments made 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 College and DO budgets are also adjusted for premium changes relating to health and welfare benefits. Throughout the year, collective bargaining is underway with the employee groups and, upon settlement, the College and DO budgets are adjusted for any costs or benefits.

DEVELOPMENT OF RESOURCES

Following the aforementioned processes, the budget is reassessed for additional available resources or necessary organizational reductions. The Chancellor, working with the Chancellor's Cabinet, provides direction in coalescing guidelines and direction for new resource allocation or budget reduction. Prior to making a recommendation, this group assesses the overall financial conditions relative to one-time dollars and ongoing resources within the context of the Board of Trustee's established Budget Principles. Resource assessment criteria are applied based on the resource allocation principles, including program review, College and District planning, Board Ends Policies, and directional institutional priorities, goals, and objectives. [3D.4.4] The College Budget Committee [3D.4.5] recommends budget priorities based upon all reviews and findings, and makes recommendations to the College Council for the allocation of funding and/or budget reductions. The College Budget Committee also disseminates accurate and timely information to the College community.

The College and the District Office 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.

PARTNERSHIPS AND EXPENDITURE REQUIREMENTS

As a basic aid District, the SJECCD diligently monitors the estimates of revenues from property taxes and uses the data to conservatively ensure resources are adequate to operate the Colleges. With the risk of the District losing basic aid funds, the budget committee operates cautiously and provides a higher reserve. [3D.4.3]

The passage of Measure G 2004 and Measure G 2010 allowed the College to maintain levels of access to education, technology, and equipment. Students benefitted from Evergreen's continual support of programs that enhanced retention and academic success and increased transfer rates and graduations.

Evergreen Valley College identified grants as one of its revenue enhancement strategies. Through committed partnership with a broad range of organizations and donors, Evergreen succeeded in receiving grant awards from Federal, State, local and private funding sources totaling $28,264,327.47 over the last five years.

Evergreen Valley College Grant and Categorical Funding 2011-2016

FY 11/12	$4,766,918.22
FY 12/13	$4,398,438.38
FY 13/14	$4,357,212.92
FY 14/15	$5,762,686.11
FY 15/16	$8,979,071.84
Total	$28,264,327.47

The Colleges are assigned 75% of new international fee revenue that is generated over the base year (FY2013/14). The Colleges participate in an energy management utility rebate program, whereby if they elect to participate in designated PG&E energy saving days, they receive a dollar-for-dollar benefit of any associated utility rebate. In addition to these funds, the Colleges keep 100% of facilities use revenue that is generated throughout the year, net of actual costs. In each year, this can generate hundreds of thousands of dollars in program opportunity money.

Another source of funding is the San Jose Evergreen Community College District Foundation, a 501 (c)(3) non-profit organization, which accepts gifts and grants on behalf of Evergreen Valley College. [3D.4.6]

Analysis and Evaluation

The College meets the standard. Evergreen Valley College has been extremely conservative and achieved its goal to establish and maintain fiscal stability by keeping a balanced budget with reserves that exceed the 3% benchmark, as indicated in the Balanced Scorecard.

The College Budget Committee continues to use the Balanced Scorecard as a benchmark to guide for the College's strategic planning and measurement of results. Evergreen Valley College has expanded its efforts and continues to actively seek external funding from grants and private donors.

Evergreen Valley College and the District Office use local participatory processes to allocate its 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 Chancellors. This budget is reviewed by the DBC, which includes broad-based representation from various constituent groups. There is a feedback loop through the DBC where recommendations are made to the Chancellor for further consideration prior to presentation to the Trustees. These reviews and updates result in updates to the documents or revisions to the formal presentation to the Trustees as directed by the Chancellor.

At their Board Budget Study Session in Feb 2015, the Trustees established a District Stabilization Fund to prepare for the next economic downturn. The Trustees modified their board principle with specific guidance and structure as to how this fund would be funded and accessed. Effective June 30, 2016, per their current principle, the District will allocate $500K to the district stabilization fund. Board authority is required to access this fund, which will be accessed during economic downturns and replenished in healthy fiscal times with a fiscal year-end transfer up to $500k of one-time money when general fund balance finishes above 10%.

The District allocates resources to the College based on the resource allocation model, which is built on the foundation of Board Principles that are updated each February at the Board Budget Study Session. These Principles are based, at the highest level, on the mission, vision, and initiatives of the organization. Board priorities are the basis for institutional planning, program initiatives, and priorities which lead to fiscal decisions. The allocation model also references adherence to the financial criteria established by the California Community College System.

Quarterly budgets reports are reviewed by the District Budget Committee and ultimately presented to the Board of Trustees. This process includes meeting with each District department on a quarterly basis to review their current budget status and provide an opportunity for departments to identify additional needs. The reports and presentations are archived on the District's website, which also provides the District Budget Committee agendas, meeting minutes, reports, and schedules.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.5

> To ensure 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 San Jose-Evergreen Community College District prioritizes financial integrity and responsible use of resources. Evergreen Valley 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 SJECCD is in compliance with general accounting principles.

INTERNAL CONTROL MECHANISMS

The management of San Jose-Evergreen Community College District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to Federal programs. In planning and performing the annual audit, the District considers internal control over compliance.

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, the auditors perform tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

Funds are allocated, as shown in the budget [3D.5.1] in a manner that will realistically achieve the institution's stated goals for student learning. See the resource allocation model (Standard 3D.1) as to how funds are allocated to the Colleges. Please see the College description for how funds are allocated within the institution and how it ties back to program review in Standard 3D.4.

The Chancellor's Cabinet has engaged in an extensive discussion about the current resource allocation model, focusing on the importance of having a transparent and published model and process, as supported by the Board Principles adopted on February 23, 2016. Many of the elements of responsible resource management are reflected in the adopted Budget Principles. One of those Principles is to "develop a new District Budget Allocation Model." To that end, the District has engaged Mr. Roy Stutzman, retired Vice Chancellor of Finance and Administrative Services with the Chabot-Los Positas Community College District, who will contract with the District on the following scope of work:

- Assist the District in identifying perceived issues with the current District financial resources allocation model.
- Identify the criteria San Jose-Evergreen CCD believes should be used to judge the effectiveness of its allocation model.
- Identify characteristics of a San Jose-Evergreen CCD financial resource allocation model that better meets the needs of the District and its Colleges.
- Meet with District and College Constituent and Leadership groups to receive input and test alternatives.
- Identify allocation model "best practices" among California multi-college community college districts.
- If appropriate, work with District and College Staff to model alternatives.
- Develop Allocation Model finding and recommendation(s).
- If required, and change is warranted, work with District Staff to develop an implementation plan and schedule.
- Attend College and/or District meetings as requested.

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. 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. Over time, quarterly budget reports have grown to over 125 pages in the spirit of transparency.

AUDIT FINDINGS

Audit findings are communicated to the audit committee, Board of Trustees, Chancellor's cabinet, Citizens Bond Oversight Committee (CBOC), and Retirement Board of Authority (RBOA), and are posted on the District website (see 3D.1.22, page 90). Any findings are immediately discussed with the appropriate district or college manager as they are identified, and immediate corrective actions are implemented and documented. The result of these efforts is evidenced in each annual financial audit's "Status of prior year findings and recommendations". Every year, all prior year findings have been corrected to the satisfaction of the independent auditors.

The District's interim audit begins in the spring with a site visit from the independent external auditors who evaluate for systems, processes, and internal controls (compliance), in preparation for the annual audit in the fall, during which exhaustive testing is performed for both financial and performance standards.

The Board of Trustees has a standing audit committee, which meets each spring prior to the external auditors arriving on site for field work. This Board-subcommittee reviews new standards with the auditors and provides specific direction, concerns, or any additional field testing requests. When the auditors' field work is completed, the audit sub-committee reconvenes to review the draft audit and hear a comprehensive assessment of the District's financial performance. Assessment includes financial performance, compliance, internal controls, management relations, and findings and recommendations. Following sub-committee input and direction, the draft audit is completed and presented to the full Board for acceptance at the following December or January board meeting.

In the spirit of transparency, the Board of Trustees and the Chancellor have an additional agreed upon procedure with the District's external independent auditor to review and provide a subsequent report on their discretionary expenses.

DISSEMINATION OF DEPENDABLE AND TIMELY INFORMATION

Evergreen Valley College previously used Datatel software, an Oracle-based system that made data retrieval more complicated and rigid than other database setups. This limited the capacity for the District and College to produce and use data in making decisions. In 2009, District Administrative Services migrated systems to Ellucian's Colleague, which uses an SQL Database to enhance functionality.

The current platform integrates data from student, payroll, financial aid, and finance activities. Colleague by Ellucian is used to record journal entries, accounts payable, accounts receivable, revenues, payroll, student fee administration, grants, and purchase requisitions as well as budget information. The transactions are updated continually to provide accurate and up-to-date accounting information. The system can perform various reports and queries on demand. The District and College Business Services staff is committed to conducting regular training sessions for managers, coordinators, and staff on Colleague's functionalities, including financial and

budget reports. Managers routinely monitor their budgets and expenditures to guide their decision-making with oversight provided by the College Business Services Staff.

Ellucian is regularly updated as new releases become available, to ensure the financial integrity of the institution and responsible use of financial resources. Ellucian has built-in internal control mechanisms such as user IDs and passwords that allow system access at the appropriate security level, limiting the data only to particular users who require access in the normal course of their job duties. The appropriate administrator or grant coordinator must request access for users. The Director of Business Services grants and set limits to users access to organizations and funds. After College approval, the District Fiscal office reviews and approves the request. Some users may be granted query access only, so that they can review but not change the data.

BUDGET EFFECTIVENESS REVIEW

Throughout the year, the Board receives multiple presentations describing the quarterly budget, tentative budget, and the budget in preparation for adoption. Each February, the Board conducts a budget study session to provide direction to the Chancellor on program initiatives they wish to be funded. 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.

The Board of Trustees periodically reviews a comprehensive dashboard that identifies organizational performance standards. The Trustees provide guidance and funding direction to the Chancellor based on performance relative to these standards.

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. Their recommendations are forwarded to the College Council for consideration.

Analysis and Evaluation

The College meets the standard. 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 integrity of the financial data of the College, along with the District, has improved a great deal as a result of converting from the Oracle-based Datatel system to SQL-based Ellucian Colleague. Access to information is widely disseminated, allowing for sound financial decision making. [3D.5.2] One suggestion for improvement (following the enhancement and implementation of the portal system), is for the District to provide systematic, efficient, and regular training for Ellucian Colleague in order to consistently provide accurate budgetary information to

managers. 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.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.6

> Financial documents, including the budget and independent audit, have a high degree of creditability and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

To ensure that financial reports reflect appropriate allocation and use of financial resources, the Board of Trustees oversees the District budget processes and engages an independent certified public accounting firm to perform annual audits of the District's financial statements.

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. [3D.6.1] During these District Budget Committee meetings, assumptions are discussed and carefully reviewed, as they are foundational to current year projections and future year estimates. As a group the District Budget Committee conducts a page-by-page review of the significant line items and supporting documents, with feedback and periodic adjustments where appropriate. The Board of Trustees receives each of these reports knowing that they have been thoroughly vetted by the District Budget Committee. When the quarterly reports and tentative and adopted budgets are presented to the Board of Trustees they are done so with the support of the District Budget Committee. This support represents the constituent group validation of both the credibility and accuracy of the information as it is presented.

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.

AUDIT REPORTS AND INSTITUTIONAL SPENDING

The annual audit reports of the College District are presented to the Audit Committee by the independent financial auditors (see page 90 of on the latest report). [3D.6.2] The audit committee is a standing sub-committee of the Board of Trustees and includes three members of the Board, one member serving as the Chairperson. The Vice Chancellor of Administrative Services, the Executive Director of Fiscal Services, and the District Controller provide support to the audit committee.

The Audit Committee is properly noticed and is an open public meeting. The Audit Committee typically meets twice each year. In the spring prior to interim field work, the Audit Committee reviews the preliminary audit plan and discusses any areas of particular interest and concern, providing direction to the independent auditors. After

the interim and final field work is completed in September or October, the auditors prepare their draft audit reports for a comprehensive review by the Audit Committee, typically in November. Upon Audit Committee discussion, recommendation, and acceptance, the audit reports are finalized for presentation. The independent auditors present their financial reports at a subsequent Board of Trustees meeting either in December or January for discussion, followed by acceptance of the full Board.

Over the past six years the audit results for all funds and programs have received unmodified opinions with very few findings or recommendations for system improvements. Any time the auditors identify a weakness or area for improvement, corrective action is taken immediately and the deficiency is cleared. [3D.6.3] This is substantiated by the auditor's review of prior year findings and recommendations which demonstrates that corrective actions were indeed taken, that the recommended improvements have been implemented.

Audit findings are communicated to the Audit Committee, Board of Trustees, Chancellor's cabinet, Citizens Bond Oversight Committee (CBOC), and Retirement Board of Authority (RBOA), and are posted on the District website. Any findings are immediately discussed with the appropriate district or college manager as they are identified, and immediate corrective actions are implemented and documented. The result of these efforts is evidenced in each annual financial audit's "Status of prior year findings and recommendations". Every year, all prior year findings have been corrected to the satisfaction of the independent auditors.

An additional independent assessment of the District's financial standing and credibility was recently conducted by Moody's Investors Service and Standard & Poor's, both conducted in May, 2016. Standard & Poor's provided one of the top credit ratings among California Community College Districts with a AA/Stable rating and Moody's reaffirmed at Aa1. Standard & Poor's said, "The stable outlook reflects our view of the District's strong financial position and strong momentum in tax base growth, which should translate into continuing operating revenue growth. The District does not anticipate changing the rating during the two-year outlook timeframe." Moody's Investors Services report stated, "The district benefits from a very strong management team that has maintained a sound financial position, and reserves should remain stable in the near-term give the district's Basic Aid designation and the district's financial policies."

During the past five years, the College has experienced a decline in FTES consistent with California Community College trends. As the economy has experienced a strong recovery, students have more employment opportunities and take fewer classes. As one of six Basic Aid Districts in the State, the District is now primarily funded by local property taxes and this enrollment downturn has not affected unrestricted general fund dollars.

THE COLLEGE BUDGET AND SPENDING

Evergreen Valley 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. [3D.6.4] 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.

At the end of each month, the District Fiscal Services office closes the books. The District aims to accomplish each month-end close on or before the 20th of the following month. Managers have access to their budget accounts either through Colleague or through MyWeb by following the Budget Summary link.

Analysis and Evaluation

The College meets the standard. Evergreen Valley College and the District Office 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 Chancellors. 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 as directed by the Chancellor.

At their Board Budget Study Session in Feb 2015, the Trustees established a District Stabilization Fund to prepare for the next economic downturn. As noted above in the budget allocation model/resource allocation model, the Trustees modified their board principle with specific guidance and structure as to how this fund would be funded and accessed. Effective June 30,

At their Board Budget Study Session in Feb 2015, the Trustees established a District Stabilization Fund to prepare for the next economic downturn. The Trustees modified their board principle with specific guidance and structure as to how this fund would be funded and accessed. Effective June 30, 2016, per their current principle, the District will allocate $500K to the district stabilization fund. Board authority is required to access this fund, which will be accessed during economic downturns and replenished in healthy fiscal times with a fiscal year-end transfer up to $500k of one-time money when general fund balance finishes above 10%.

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. [3D.6.4]

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.7

Institutional responses to external audit finding are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

SJECCD responds in an appropriate and timely manner to external audit findings stakeholders. To stay compliant with the California Education Code, an independent CPA firm performs an annual audit on all District financial records, including all District funds, student financial aid, Associated Students, and others, and reports to the State as required. Audit findings recommended by the external auditors require a response by the specific department, including a specific action plan. The independent auditor presents an annual audit report to the Board of Trustees. The audited financial report is placed on the District website and is available to all. [3D.7.1; 3D.7.2]

The District's interim audit begins in the spring with a site visit from the independent external auditors who evaluate for systems, processes, and internal controls (compliance), in preparation for the annual audit in the fall, during which exhaustive testing is performed for both financial and performance standards. Each year the independent auditors evaluate all of the District's funds and programs. As part of this process, internal controls are reviewed for strengths and weaknesses that could potentially produce system vulnerabilities.

Two sections in the report address findings and recommendations. One section reviews the prior year's recommendations, and the second section addresses any findings and recommendations identified in the current year audit. Over the last six years, the District has implemented all of the auditors' recommendations in a timely manner, and the findings have been noted as corrected in each subsequent audit. During this time period there have been no repeat findings of the same deficiency.

During the last six years, the independent auditors have issued unqualified or unmodified opinions, with very few findings and recommendations. In fiscal year 2012-13 (see link 3D.7.2 above), the financial auditors had no findings and recommendations. This is very rare and almost unprecedented in school district and community college financial work. During this six-year period there has only been one material weakness identified by the independent auditors, which was immediately rectified. This particular event occurred in 2013-14, and was related to the bond construction program and proper capitalization of the cost of issuance and overhead. It is a very complex topic and there were differences of opinion among our independent financial auditors and bond counsel. After many discussions the District opted to follow the advice of the independent financial auditors and implemented their recommended corrective action.

FINDINGS DURING THE PAST SIX YEARS

The financial auditors occasionally find deficiencies in an area such as financial aid, compliance, or cash handling involving staff work at the College, typically during their interim work in the spring. When the District is made aware of such a finding, it immediately communicates the finding to the respective managers and department staff, discusses the situation, and provides guidance to appropriately correct the deficiency. Without exception, the deficiencies found during interim field work in this six-year period review cycle have been remedied, and internal controls been strengthened. A complete list of findings and responses may be found in 3D.7.2. Each fall, when the auditors return for their final field work, they validate that the corrective action has been taken.

When the auditors return in the fall to complete their field work, additional deficiencies may be identified as a result of more comprehensive testing. The College and District have a long track record of immediately implementing corrective steps in this situation. Without exception during this six-year period of review, the auditors' findings are rare, and the District response is immediate.

The College regularly undergoes audits from federal and state organizations in conjunction with various grants and programs. While minor corrective actions have been identified, there have been no material weaknesses. As with findings from our independent financial auditors, any required corrective action is immediately taken.

THE AUDIT COMMITTEE

The Board of Trustees has a standing audit committee, which meets each spring prior to the external auditors arriving on site for field work. This Board-subcommittee reviews new standards with the auditors and provides specific direction, concerns, or any additional field testing requests. When the auditors' field work is completed,

the audit sub-committee reconvenes to review the draft audit and hear a comprehensive assessment of the District's financial performance. Following sub-committee input and direction, the draft audit is completed and presented to the full Board for acceptance at the following December or January board meeting.

In the spirit of transparency, the Board of Trustees and the Chancellor have an additional agreed upon procedure with the District's external independent auditor to review and provide a subsequent report on their discretionary expenses. [3D.7.3; 3D.7.4]

Analysis and Evaluation

The College meets the standard. 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 reports (going back to 2004) are found on the District's website. In the most recent report (06-30-15 SJECCD Financial Report) the findings may be found on pages 86-88, titled "Schedule of Audit Findings and Questioned Costs." The prior year "Findings and Recommendations" may be seen in the same report (06-30-15 SJECCD Financial Report) on page 89, titled "Status of Prior Year Findings and Recommendations," along with the conclusion that they were addressed and implemented in a timely manner. 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.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.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). [3D.8.1]

THE BOND PROGRAM

All proposed bond projects are compared against the ballot language contained within Measure G-2004 and Measure G-2010 to ensure compliance with uses approved by taxpayers. 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. Upon unanimous approval the expenditure is activated.

Expenditures are reconciled on a quarterly basis to ensure accurate categorization in preparation for the Citizen's Bond Oversight Committee's reporting cycle. 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. Campus forums are conducted to present this information to ensure transparency.

There are annual financial and performance audits conducted by independent external auditors to affirm proper handling of bond resources. 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. [3D.8.2] The CBOC is a single body that has responsibility for review of both Measure G-2004 and Measure G-2010. While required by law to meet annually, the CBOC meets on a quarterly basis. 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.

PURCHASING

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, beginning with the dean or area manager, through the College Financial Supervisor, the Vice-President of Administrative Services, and finally the District Purchasing Agent.

ERP CONTROLS AND OTHER INTERNAL CONTROLS

Information is managed and disseminated using an Enterprise Resource Planning System (Colleague) 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. All Direct Check Requests, employee reimbursements, and credit card payments require approval of the Evergreen Valley College's Business Office and the District's Fiscal Services Office. All invoices must be approved as "ok to pay" by a manager or supervisor, validating that goods and/or services have been received satisfactorily.

RESULTS USED FOR IMPROVEMENT

To date, the external auditors have not found any material deficiencies in the District internal controls. However, some minor audit findings were brought to the District's attention and immediately amended prior to the completion of the final audit. The District Fiscal Services uses such findings to improve district-wide processes with additional help from an outside firm requested when deemed necessary. [3D.8.1]

Analysis and Evaluation

The College meets the standard. 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. A multi-year planning process is used for smooth transitions from year to year.

Although processes are in place, it is anticipated that with greater structure in institutional planning, ongoing evaluation of internal college financial processes will be refined. The College will accomplish this through the

College's Action Project 1: Planning-Institutional Effectiveness, which directs the College to "establish [an] evaluation plan and timeline for planning activities and college processes."

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.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

SUFFICIENT CASH FLOW

The District receives its revenues from several sources: federal revenues, state revenues, local revenues, and private revenues (other financing sources). 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. [3D.9.1]

In accordance with Administrative Procedure 6300, 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 $75,896,366 in 2011-2012; $73,069,377 in 2012-2013; and $96,577,261 in 2013-2014. These amounts are indicative of a reserve level greater than the 5% contingency that is recommended by the State Chancellors Office. [3D.9.2; 3D.9.3; 3D.9.4]

SUFFICIENT RESERVES

Through AP 6305, the Board requires that the District maintain a 7% reserve, which is higher than the state requirement of 5%. [3D.9.5]

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 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. 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 fiscal year-end transfer up to $500k of one-time money when general fund balance finishes above 10%. As of June 30, 2016 the Stabilization Fund has a fund balance of $500,000.

The District may choose to participate in the Tax Revenue Anticipation Note (TRAN), which allows short-term borrowing to support possible operational cash flow shortages arising from fluctuations in annual tax or revenue receipts that the general fund is dependent upon during the fiscal year. In annual tax or revenue receipts that the general fund is dependent upon during the fiscal year. Note that the District has become less dependent on these short-term borrowings over time, with no need to participate in TRAN in FY2015-16.

APPROPRIATE RISK MANAGEMENT

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.

CONTINGENCY PLANS

To overcome the worst economic crisis in the state's history, the District has made pertinent reductions in order to have adequate reserve to level out the revenue fluctuations and maintain operational stability. The college community has been working diligently to determine the most effective way to approach this reduction.

As discussed in Standard 3D.1, the District's ability to meet financial emergencies and unforeseen occurrences is cited in the recent Standard & Poor's [3D.1.20] and Moody's Investor Services credit rating reports dated May 2016. [3D.1.21] For the District credit rating, Standard & Poor's reaffirmed at an AA/Stable rating and Moody's Investor Services reaffirmed at Aa1, both among the highest ratings within the California Community College System.

Within their report, Standard & Poor's stated that "The District has maintained strong to very strong general fund reserves in the past five years…" They noted that SJECCD's highlights include a robust analytical process to consider internally measured trends and county estimates of property taxes to build budget assumptions; quarterly budget-to-actual updates to the board; long-term forecasts for an additional two fiscal years plus a rolling five-year capital plan; an internal investment policy with quarterly reporting to the Board; and a minimum reserve policy to maintain 7% of expenditures. In their Outlook section, they concluded that "The stable outlook reflects our view of the District's strong financial position and strong momentum in tax base growth, which should translate into continuing operating revenue growth.

Analysis and Evaluation

The College meets the standard. The institution has sufficient cash flow and reserves to maintain stability. SJECCD has procedures in place to protect and preserve the people and assets of the District and has established a contingency plan in the event of an economic crisis.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.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

FINANCIAL AID

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. Audits are performed annually by an external consultant both at the College level and District office level to ensure that the Financial Aid office awards and disburses funds

to students based on or guided by federal (Title IV), state (CCC Chancellor's office), and local regulations. [3D.10.1; 3D.10.2] The District's 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. The College and the District undergo an annual reconciliation of funds. The District and College ensure compliance in this area by providing oversight of Financial Aid funds via three entities: the Financial Aid office, which awards the funds; the College Business Services office, which provides the initial review; and the District Fiscal Services office, which provides the final reconciliation.

THE FOUNDATION AND ASSET MANAGEMENT

The Fiscal year of the District Foundation coincides with that of the District. The Foundation utilizes and abides by the District's accounting system in accordance with generally accepted accounting principles [3D.10.3]. Financial standards include proper provision for professional management, adequate working capital, and adequate reserve funds for current operations, contingencies, and provisions for new business requirements. The Foundation undergoes an annual audit performed by a certified public accountant in accordance with auditing standards generally accepted in the United States of America.

The District Foundation receives, holds, manages, invests, and disburses contributions, including immediately vesting gifts and deferred gifts contributed in the form of planned and deferred gift instruments. When distributing funds to the District, the District Foundation discloses any terms, conditions, or limitations imposed by the donor or legal determination of the gift. The District abides by such restrictions and provides appropriate documentation when required. The District Foundation is the primary depository of private gifts, and transfers funds to the designated entity within the institution in compliance with donor intent, College policy, and applicable laws. It provides data and records access to the College as needed and in accordance with applicable laws, policies and guidelines.

The Foundation Board of Directors advance the interests and promote the welfare of the District. The Board of Directors operate in compliance with District Board Policy and Procedures. All meetings shall be held in compliance with the requirements with open meeting laws set forth by the "Brown Act" contained in CGC section 54950. [3D.10.4]

Direct reimbursements require signatures from the supervisor, dean, and foundation director before final foundation approval. The dean or director of the person being reimbursed approves the expense as appropriate and authorized. In order to ensure timely processing of requisitions, original receipts and/or appropriate justification must be included with the completed requisitions. Requisitions must have authorizing signatures on all requests for fund disbursements. Travel/conference requisitions must be pre-approved according to the guidelines established by the District.

Payments require the submission of properly completed and approved requisition, which should state the date of the expense, the purpose of the expense, the amount of expense, and the type of event. A guest list containing the name, title, occupation, or group should be attached to completed check request. Original itemized receipts must support all expenses. Disbursements are issued only with original itemized receipts or an itemized invoice must substantiate all payments. If a reimbursement is requested for meals other than travel, the receipt must indicate the individuals that attended the meal and the purpose for the meeting.

GRANTS

The funds received from grants are all restricted to the intent of the grant. Those coordinators or managers responsible for administering the funds monitor the activities and budgets of these programs. Most grants require quarterly reporting to account for the use and dispersal of these funds. The College Council, Fiscal Services Supervisor, and Vice-President of Administrative Services along with the District Office also have oversight responsibilities.

CONTRACTUAL RELATIONSHIPS

All contracts must undergo procedures established by the District before the contract can go into effect. The District created contract templates with standard terms and conditions which are generally used in lieu of a vendor's form [3D.10.5]. The District's Contracts & Risk Manager may approve use of a vendor's form contract on a case-by-case basis. Any contract which deviates from the standard District templates must be reviewed and approved by the District's Contracts & Risk Manager before it is signed by the appropriate authority, regardless of the amount at issue. The District established a Purchasing Matrix, which delineates the individuals with proper signatory authority at the College and the District, depending on the amount of the contract. The Contracts & Risk Manager seeks a legal review of contracts when deemed appropriate due to compliance or risk issues, and confirms insurance requirements are met for all contracts. All contracts are either approved or ratified by the Board of Trustees.

The College can re-negotiate contract terms and conditions at renewal if it is dissatisfied with the services provided with the assistance and guidance of the District's Contracts & Risk Manager. The Contract & Risk Manager serves as a liaison between the College and the District's outside counsel when the College believes the vendor has breached the terms and conditions of a contract and legal action is required.

INSTITUTIONAL INVESTMENTS AND ASSETS

The OPEB Trust Fund is overseen by the Retirement Board of Authority, which consists of nine members, including faculty, classified staff, and administrators. The Retirement Board of Authority formally reviews monthly OPEB investment reports provided by Benefit Trust semi-annually and presents an annual report to the Board of Trustees in spring of each year. In May 2012, the District refinanced the OPEB bonds, locking in an "all-in interest" rate of 5.239% for 15 years. In FY2014-2015, the cost of retiree benefits was $3.4 million, which was entirely funded by the OPEB Trust Fund. The debt service on the OPEB Bonds for this same fiscal year was $2.5 million, resulting in a savings to the District's operating budget of $1.2 million. As of June 30, 2015, the OPEB Trust Fund had assets of $48 million with an actuarial liability of $40.5 million, resulting in a surplus of $7.5 million or a funded ratio of 119%. [3D.10.6]

Bond Endowment Fund

Monthly investment reports are provided by the Santa Clara County Treasurers office. [3D.10.7a, 3D.10.7b]

General Funds – Non-borrowed – Commingled Cash Balance (Non-Bond)
as of May 31, 2016

Actual				Projected	
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
$20,203,164.91	$17,419,159.43	$21,596,660.93	$25,643,992.94	$44,646,360.98	$50,913,870.80

Analysis and Evaluation

The College meets the standard. There is sufficient oversight at the college and the district level via audits by independent entities to ensure appropriate management and compliance of Financial Aid funds and services to students. Financial aid regulations and policy require annual reports to Federal, State and local agencies. This process helps the College maintain compliance outlined by the Federal, State and Local agencies. As required by law, the College and District submit the required MIS reports to include Financial Institutions Shared Assessments Program (FISAP) and Board Financial Assistance Program (BFAP) annually.

Evergreen Valley College and the District Office 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 and participatory process that utilized the principles established by the Board of Trustees, the Chancellor's Cabinet, and the Vice Chancellors. The budget is reviewed by the DBC and recommendations are made to the Chancellor for further consideration prior to presentation to the Trustees. These will result in updates to the documents for presentation to the Trustees as directed by the Chancellor.

STANDARD 3D.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

The District considers its long-range financial priorities and commitments when making short-range financial plans. In accordance with state regulations, the District has maintained a strong contingency reserve by managing conservatively. According to the Third Quarter Budget Report for the fiscal year 2015-2016 [3D.11.1], the District estimates that it will have a fund balance of $14,030,821 or 14.1% of the total budget. This level, which is well above the required 5% district contingency level, ensures that both short-term and long-term obligations can be reasonably met. The District produces multi-year financial planning with quarterly updates to support the development of informed budgeting, leading to strong fiscal integrity and financial stability.

The District creates comprehensive revenue and expenditure projections used for budget planning on a regular basis, resulting in a culture of fiscal responsibility and solvency. The first step to ensure that the District maintains financial solvency is by ensuring that all obligations are identified with accurate valuations. The District systematically identifies and evaluates its obligations on an annual basis.

LIABILITIES AND FUTURE OBLIGATIONS

The largest of the long-term obligations of the District is the repayment of the 2004 and 2010 General Obligation (GO) Bonds and the Other Post-Employment Benefits (OPEB) Bonds. All these long-term obligations are planned for in the budget, reported in the financial statement, and accounted for in the Long-Term Debt Service Funds. The GO Bonds were issued pursuant to the 2004 and 2010 elections for the purpose of capital outlay construction and renovations of buildings. They are the largest of these repayment obligations, amounting to $602,424,045 as

of June 30, 2015, and are secured by the District's robust assessed valuation. The refunding of these bonds over the past two years has saved the taxpayers approximately $10 million.

The OPEB Trust Fund was established with the sale of OPEB Bonds to fund the Post-Retirement Employee Benefits according to GASB 43/45 Actuarial Valuation, estimated at $47,719,500 on June 30, 2007. The closing of the District's OPEB Bond was May 14, 2009, at an expense rate fixed at 4.62% with a swap rate at the end of the third year at 4.239%. In May 2012, the District refinanced the OPEB bonds locking in an "all-in interest" rate of 5.239% for 15 years. The OPEB Trust Fund is overseen by the Retirement Board of Authority, consisting of 9 members including faculty, classified staff, and administrators. In FY2014-2015, the cost of retiree benefits was $3.4 million, which was entirely funded by the OPEB Trust Fund. The debt service on the OPEB Bonds for this same fiscal year was $2.5 million, resulting in a savings of $900,000 to the District's operating budget.

As of June 30, 2015, the OPEB Trust Fund had assets of $48 million with an actuarial liability of $40.5 million, resulting in a surplus of $7.5 million or a funded ratio of 119%. Annual Reports, Retirement Board of Authority agendas and meeting minutes, membership, and current and past actuarial studies, as well as Annual Independent Audit Reports of the OPEB Trust Fund, can be found on the District's website. [3D.11.2]

Contractual caps on leaves and overload helps to keep liabilities associated with compensated absences at a reasonable level. [3D.11.3, 3D.11.4]

The Tax and Revenue Anticipation Note (TRAN) obligation has essentially been eliminated over the past five years due to sound and conservative fiscal management. In the 2010-2011 fiscal year, the District borrowed 15 million dollars to smooth cash flow, which dropped steadily to $10 million, then $7 million, and $3 million by fiscal year 2014-2015. For the 2015-2016 fiscal year, the District's cash flow improvement resulted in no need to participate in this short-term borrowing strategy. [3D.11.5].

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 cash flow updates monthly. [3D.11.6] All of the District's resources are analyzed before any allocations are made to the College. The GO Bonds are repaid from the ad valorem property taxes.

Analysis and Evaluation

The College meets the standard. Compared to the 2010 Accreditation Report, the District and the College is in a much better financial condition. The Fund Balance now accounts for 14.1% of the budget compared to 5.92% in 2010. 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.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.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." [3D.12.1]

OTHER POST-EMPLOYMENT BENEFITS (OPEB)

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 43/45 Actuarial Valuation, estimated at $47,719,500 at June 30, 2007. The closing of the District's OPEB Bond was May 14, 2009, with an expense rate fixed at 4.62% and a swap rate at the end of the third year at 4.239%. In May 2012 the District refinanced the OPEB bonds, locking in "all-in interest" rate at 5.239% for 15 years. The OPEB Trust (Fund 75) holds the proceeds of the sale of the Bonds of $47,719,500, and related monthly changes in market value are recorded in the District's financial statements. [3D.12.2]

The OPEB Trust Fund is overseen by the Retirement Board of Authority, consisting of 9 members including faculty, classified staff, and administrators. In FY2014-2015, the cost of retiree benefits was $3.4 million, which was entirely funded by the OPEB Trust Fund. The debt service on the OPEB Bonds for this same fiscal year was $2.5 million, resulting in a savings of $.9 million to the District's operating budget. The projection for FY 2015-16 is that the cost of retiree benefits will be $3.7 million. When compared to the debt service for this fiscal year, the projected savings to the District's operating budget will be $1.2 million.

As of June 30, 2015, the OPEB Trust Fund had assets of $48 million with an actuarial liability of $40.5 million, resulting in a surplus of $7.5 million or a funded ratio of 119%. Annual Reports, Retirement Board of Authority agendas and meeting minutes, membership, and current and past actuarial studies can be found on the District's website. [3D.12.3] Annual Independent Audit Reports of the OPEB Trust Fund can be found on the District's website. [3D.12.4]

OPEB-RELATED FUNDS

OPEB TRUST FUND 75

The OPEB Trust Fund was established after the sale of OPEB Bonds to fund the GASB 43/45 Actuarial Valuation of Post-retirement Employee Benefits estimated at $47,719,500 at June 30, 2007. As stated previously, the closing

of the District's OPEB Bond was May 14, 2009, with an expense rate fixed at 4.62% with a swap rate at the end of the third year at 4.239%. In May 2012, the District refinanced the OPEB bonds locking in an "all-in interest" rate of 5.239% for 15 years.

The "other operating expenses and services" budgeted for FY2016-2017 represent fees associated with Benefit Trust as the Discretionary Trustee for asset and fiduciary management and investment policy development, and to Futuris Trust as Program Coordinator for the District. Annual earnings fluctuate due to market conditions. Earnings in FY2009-2010 were $6,314,649, in FY2010-2011 earnings were $9,123,789, in FY2011-2012 losses were $1,200,297, in FY2012-2013 earnings were $5,362,612, in FY2013-2014 earnings were $7,512,322, in FY2014-2015 earnings were $449,951, and in earnings are anticipated to be $773,211 in FY2015-2016.

RETIREE BENEFIT FUND 81

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 from $3,619,964 in FY2015-2016 to $4,132,350 in FY2016-2017.

LONG-TERM OPEB DEBT FUND 85

The Long-Term OPEB Debt Fund pays the debt service to the OPEB bondholders. The Unrestricted General Fund started making significant transfers in to this fund beginning in FY2012-2013 to support this on-going debt service. On March 13, 2012, the Board of Trustees authorized the remarketing of the OPEB bonds, which decreased the anticipated debt service obligation from the Unrestricted General Fund by $325,400 in FY2012-2013 from $1,108,580 to $783,180. The debt service obligation from the Unrestricted General Fund increased from $783,180 in FY2012-2013 to $1,958,052 in FY2013-2014 and $1,953,150 in FY2014-2015 as the fund balance in Fund 81 is depleted. The anticipated debt service obligation from the Unrestricted General Fund is $1,888,304 in FY2015-2016.

STRS AND PERS FINANCIAL PLANNING

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.

COMPENSATED ABSENCES

Contractual caps on leaves and overload helps to keep liabilities associated with compensated absences at a reasonable level. [3D.12.5, 3D.12.6] These liabilities are reflected in the District's financial statements.

The contractual "vacation accrual" for CSEA unit members "may not, at any time, exceed a total of 300 hours. Unit members will cease to earn further vacation until their accrual decreases below the total of 300 hours". Section 13.1.2 of the *MSC Handbook* states, "MSC employees shall make reasonable efforts to consume all earned vacation during the appropriate fiscal year. No more than 42 vacation days or 336 hours may be accumulated."

Executive Managers are employed on an individual, contractual basis, and each individual contract has an accrual cap.

For AFT 6157, the financial reports recognize liabilities for faculty overload, which are governed by Section 15.4 of the Collective Bargaining Agreement. Specifically, Section 15.4.7.2 states, "Any banked time must be used within the five (5) year period following the academic year in which it was banked. Any banked overload not used in that five (5) year period, will automatically be paid to the faculty member." Section 15.4.7.3 goes on to state, "Overload may be banked 20% FTEF for any semester, and 40% for the summer session for up to a maximum of 60% per fiscal year."

Analysis and Evaluation

The College meets the standard. 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.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.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

Evergreen Valley 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 bonds issued as a result of the 2004 and 2010 Elections and the bonds associated with funding the OPEB Trust. [3D.13.1] Voters of the District authorized the issuance of $185,000,000 and $268,000,000 in Measure G bonds (2004 and 2010, respectively) for capital outlay purposes. For the fiscal year 2015-2016, that liability is $2,482,086 for the OPEB Bonds. [3D.13.2].

The Tax and Revenue Anticipation Note (TRAN) obligation has essentially been eliminated over the past five years due to sound and conservative cash management. In FY 2010-11, the District borrowed $15 million to smooth cash flow. This dropped steadily to $10 million, then $7 million, and $3 million in FY 2014-15. For FY2015-16, the District's cash flow improvement resulted in no need to participate in this short-term borrowing strategy and cash flow projections indicate a similar continuing trend.

The District entered into a long-term operating lease on which the San Jose City College Technology Center is located. Terms of the lease are for a period of 60 years, expiring in 2062. Current annual rents are a modest $353,774 annually. The full commitment can be found on Page 57 of the District's Financial Audit Report. [3D.13.3]

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

The College meets the standard. With a robust Fund Balance and relatively small locally incurred debt, the College, and therefore the District, has the resources to repay its obligations.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.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

The College utilizes its financial resources, including those from auxiliary activities, fundraising efforts and grants, in a way consistent with its mission and goals. These auxiliary activities include the food services, bookstore, and the Associated Students of Evergreen Valley College (ASEVC).

THE COLLEGE BOOKSTORE

The bookstore operated by the College and the District consistently lost money and, when its fund balance was eventually depleted, was underwritten by the General Fund. Since August 2014, the bookstore [3D.14.1] has been managed and operated by the Follett Corporation, under contract to the SJECCD District. This 5-year contract was signed on August 27, 2014, following a competitive bidding process. This contract will expire and be re-bid in September of 2019. The District receives a 15.1% commission on all sales up to $3,000,000 per year, and 16.1% on sales over $3,000,000 per year. [3D.14.2]

THE COLLEGE CAFETERIA

The College's cafeteria service is provided by Fresh and Natural, a food service headquartered in Milpitas, California, through a competitive bidding process. Financial considerations include a 10% monthly commission on gross sales (less tax) on cafeteria and coffee/espresso bar services, a 7% monthly commission on gross sales (less tax) on catering services, a 15% commission on gross sales on all non-perishable vending sales, two $500 scholarships per year for each college, and two $500 contributions per year to each college, to be distributed by the Associated Student Body. This contract is re-bid every five years; a new contract with Fresh and Natural was signed early in 2016. [3D.14.3]

THE ASSOCIATED STUDENT GOVERNMENT

The Associated Student government of Evergreen Valley College (ASEVC) sets yearly budgets and manages their funds through the Student Accounts Office in EVC Business Services. ASEVC budgets are approved by the ASEVC President, EVC Director of Student Life, and the SJECCD Board of Trustees. ASEVC allocates funds to clubs and organizations based on accepted budget proposals approved by a two-thirds majority of voting members of the student government present. [3D.14.4] ASEVC sets policies for fundraising activities, retains 10% of the profit from

any student club or organization's fundraising activity in their general fund, and deposits the rest in an account for that organization, which is managed through the Student Accounts Office located in the College Business Services Office. [3D.14.5] Student fees include a $5 Student Activity fee and a $1 Student Representation fee.

The Director of Student Life reports that there are fewer complaints concerning the cafeteria and bookstore than in the past with the new bookstore vendor and new management at Fresh and Natural. The funds raised are used to organize activities and events that are either educational or pure entertainment to build student cohesion and a bond to the College. Any unused funds are placed into a fund to be used for future student activities. Recognized student clubs or organizations can apply for funds through the Student Government Board.

THE DISTRICT FOUNDATION

The District Foundation receives, holds, manages, invests, and disburses contributions, including immediately vesting gifts and deferred gifts contributed in the form of planned and deferred gift instruments. When distributing funds to the District, the District Foundation discloses any terms, conditions, or limitations imposed by the donor or legal determination of the gift. The District abides by such restrictions and provides appropriate documentation when required. The Foundation provides access to data and records to the College as needed and in accordance with applicable laws, policies and guidelines.

The Foundation Board of Directors advances the interests and promotes the welfare of the District. The Board of Directors operates in compliance with District Board Policy and Procedures. All meetings shall be held in compliance with the requirements with open meeting laws set forth by the "Brown Act" contained in CGC section 54950.

Reimbursements require signatures from supervisors, deans, and the Foundation director. The person being reimbursed certifies that the expense was incurred for college/foundation business; the dean or director of the person being reimbursed approves the expense as appropriate and authorized. In order to ensure timely processing of requisitions, original receipts and/or appropriate justification must be included with the completed requisitions. Requisitions must have authorizing signatures on all requests for fund disbursements. Travel/conference requisitions must be pre-approved according to the guidelines established by the District.

Payments require the submission of properly completed and approved requisition, which should state the date of the expense, the purpose of the expense, the amount of expense, and the type of event. A guest list containing the name, title, occupation, or group should be attached to completed check request. Original itemized receipts must support all expenses. Disbursements are issued only with original itemized receipts or an itemized invoice must substantiate all payments. If a reimbursement is requested for meals other than travel, the receipt must indicate the individuals that attended the meal and the purpose for the meeting.

GRANT MANAGEMENT

Grant management is primarily facilitated and led by the College. Workforce grants have been centralized under the District Workforce Institute. Grant managers, as program area experts, are responsible for ensuring that grant funds are expended as intended. Each College's Business Office supports grant managers by monitoring expenditures, generating reports, assisting with state and federal audits, and offering guidance as required. External auditors conduct annual audits of special funded state programs including Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), and CalWORKs for accuracy of financial records and compliance with all local, state, and federal regulations.

The funds received from grants are all restricted to the intent of the grant. Those coordinators or managers responsible for administering the funds monitor the activities and budgets of these programs. Most grants require quarterly reporting to account for the use and dispersal of these funds. The College Council, Fiscal Services Supervisor, and Vice-President of Administrative Services along with the District Office also have oversight responsibilities.

Analysis and Evaluation

The College meets the standard. Sound fiscal oversight is required in the operation of the campus bookstore and cafeteria. The contracts with Follett and Fresh and Natural are detailed and re-bid on a regular cycle. Where the College once lost money on both the bookstore and cafeteria, it now makes a profit.

The District Foundation is overseen by a Board of Directors, and controls are in place to ensure that any funds placed into the Foundation are invested soundly, authorized by management, and distributed according to the intent of the donations.

The Associated Student government of Evergreen Valley College (ASEVC) manages their funds through the Student Accounts Office in EVC Business Services. ASEVC budgets are approved by the ASEVC President, EVC Director of Student Life, and the SJECCD Board of Trustees. Accepted budget proposals are approved by 2/3 majority of the voting members of the student government present. ASEVC sets policies for fundraising activities, retains 10% of the profit from any student club or organization's fundraising activity in their general fund, and deposits the rest in an account for that organization, which is managed through the Student Accounts Office.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.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

STUDENT LOAN DEFAULT RATES

As outlined in AP 5130 [3D.15.1], the Evergreen Valley College Financial Aid office monitors student default rates for the College and ensures that loan default rates are kept to a minimum for all students receiving Financial Aid loans mandated by Title IV. This office requires entrance and exit loan counseling to students by offering customized assigned dates, with more than adequate notification and communication about the availability of counseling sessions. The Borrower's Rights and Responsibilities are completed both online and on campus to keep the student fully informed and aware of their fiduciary responsibilities. The College takes a conservative approach in the approval of loans to ensure that the student demonstrates sufficient need at the community college level, and to allow for additional loan awarding at the university level for transfer and graduating students. Grant-based funding is encouraged over loan-based funding, which is offered as a last resort option.

Default Rates for 2010-2012 [3D.15.2]

	Default Rate	Loans in Default	Loans Outstanding	Enrollment figures	Enrolled with Loans
2010	15.2	13	85	18,211	0.4%
2011	13.0	11	84	18,333	0.4%
2012	13.3	15	112	15,419	0.7%

Source: National Student Loan Data System (data provided only through 2012)

Financial Aid regulations and policy require annual reports to federal, state, and local agencies to help the College maintain compliance with regulations. As required by law, the College and District are required to submit MIS reports to include FISAP and BFAP annually.

REVENUE STREAMS AND ASSETS

Revenue streams are analyzed monthly and compared to budgets with an associated year-end projection on a quarterly basis. Three-year revenue projections are made for organizational planning. As a Basic Aid district, property taxes are by far the District's largest revenue stream; on a quarterly basis, the District meets with the County of Santa Clara to discuss property tax collections and projections.

The District maintains an accounts receivable tickler and meets quarterly to review and discuss aged receivables. In an effort to minimize the number of receivables, the District has an active contract with an external collection agency and participates in the Chancellor's Office Tax Offset Program (COTOP). To avoid overstating the fund balance due to non-collectible receivables, the District monitors and adjusts the allowance for bad debt, which is reflected in the District's Financial Statements.

The District employs an inventory and asset technician to actively tag incoming assets and manage the inventory and location of assets. In order to assist in this endeavor, the District uses real asset management database

software. The District warehouse manages the surplus of obsolete assets. If any assets are considered surplus inventory, a form is provided to indicate the item, its condition, whether it is intended for sale, donation, or for scrap. [3D.15.3]

Analysis and Evaluation

The College meets 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. All default rates for the College can be found in the evidence provided.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3D.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 Administrative Procedure 6340, 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.

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 $86,000 (adjusted annually per the CCC Chancellor's office). The District has procedures for purchasing and contract requirements. [3D.16.1] 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 $15,000. 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) [3D.16.2]; short form Waiver of Liability [3D.16.3]; Memoranda of Understanding between the District and other governmental agencies or nonprofit groups [3D.16.4]; and Leases and Facility Use Agreements [3D.16.5].

Institutional Work Experience Agreements are used in connection with placement of the District's Nursing and Medical Assisting Program students with outside clinical agencies [3D.16.6]. These services are required to help the College meet its mission and goals in continuing to uphold the value of its programs, services, and operations.

The contracts for clinical assignments for each hospital vary by location. Currently the College has contracts with approximately ten hospitals that allow RN students and CNA students to achieve state mandated clinical hours. The contracts are approved by both the hospital and the Vice Chancellor of Administrative Services. Each contract has guidelines for instructional staff and students to follow HIPPA guidelines in the hospital setting.

Beginning Spring 2014 the EVC Bookstore was replaced with an outside organization, Follett Bookstore Management. [3D.16.7] This company leases the space where the previous bookstore was located. Follett Bookstore Management provides students with textbooks for purchase or rental, in both physical and eBook form. They also offer study aids, supplies, and collegiate apparel.

APPROPRIATE CONTROL OVER CONTRACTS

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. Administrative Procedures 6340, 6345, 6350, 6360, 6365, 6370, and 6380 all address this control over contractors and vendors. [3D.16.8]

The previous Agreement Waiver of Liability was a deterrent to the campus community and its functionality. Through a collaborative effort of the District Office Purchasing department, and the District's legal counsel, a simplified version was created. The revised Agreement Waiver of Liability is used for non-recurring services provided by an individual or sole proprietor for which the District pays a fee. If more than one individual is involved, this form is modified to allow each individual a signature line. Other changes being implemented, including the creation of multiple templates based on project size and updated standards for insurance purchased related to service work.

Contract policies and procedures are developed and implemented in compliance with the Education Code, Public Contracts Code, and Civil Code. This high-level oversight protects the integrity of the institution. Only the Chancellor and Vice Chancellor of Administrative Services are authorized to sign contracts for the District. A contract without these signatures is not a valid contract. All contracts contain standardized language that protects the District and allows it to change or terminate contracts that do not meet its required standards of quality.

CONSISTENCY WITH THE COLLEGE MISSION

The Evergreen Valley College mission aims "to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens." [3D.16.9] All guidelines, policies, and procedures discussed in this section ensure that all contracts awarded result in the improvement of the facilities and learning environment of students, faculty, staff, and administration. Every dollar spent by the College and the District must answer the question: "How does this expenditure affect student learning?"

Analysis and Evaluation

The College meets the standard. 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.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

CHANGES AND PLANS RESULTING FROM THE SELF-EVALUATION

There are none noted in Standard 3D.

EVIDENCE LIST

3D.1.1	BP 6100
3D.1.2	AP 6100
3D.1.3	BP 6200
3D.1.4	BP 6250
3D.1.5	CCFS-311 Report
3D.1.6	BP 6300
3D.1.7	AP 6250
3D.1.8	AP 6300
3D.1.9	AP 6305
3D.1.10	AP 6310
3D.1.11	Grants-at-a-Glance
3D.1.12	District Resource Allocation Model
3D.1.13	SJECCD Budget Principles
3D.1.14	Evergreen Valley College Resource Allocation Model
3D.1.14a	District Budget Calendar
3D.1.15	Educational Master Plan, 2015; pages 12-13
3D.1.16	Budget Planning and Budgeting – A New Process
3D.1.16a	Progress on the Mission Report
3D.1.17	BP 6400
3D.1.18	AP 6400
3D.1.19	BP 6320
3D.1.20	Standard & Poor's Credit Rating
3D.1.21	Moody's Credit Rating
3D.1.22	Independent Auditors Report (beginning page 90)
3D.1.23	CCFS 311Q Report
3D.1.23a	Budget Reports Webpage
3D.1.24a	CCFS 320 Report P1
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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.

4A DECISION-MAKING ROLES AND PROCESSES

STANDARD 4A.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

Evergreen Valley College's institutional leaders throughout the organization are committed to a systematic and collaborative decision-making process that inspires and supports empowerment, innovation, and institutional excellence.

The Strategic Planning process engaged numerous faculty, staff, administrators, students, community partners, and Board trustees in developing the *SJECCD Strategic Plan*. [4A.1.1] This plan emerged under the guidance of a Board task force, which encouraged all who volunteered to participate in the process. That task force began in August 2012, and continues to update its progress through annual goals and priorities set by the Board. The Institutional Effectiveness Committee (IEC) facilitates strategic planning at the College. [4A.1.2] The IEC committee includes all constituent groups, with eight faculty members, three administrators, four classified professionals, and four students. [4A.1.3]

College goals and values are articulated and communicated to all campus stakeholders to ensure collective effort and synergy is directed toward identifying and addressing large-scale college needs and challenges. The Colleges' Educational Master Plan sets the foundation for identifying future needs and directions. [4A.1.4] Operationally, the College's integrated plan connects campus activities to facilitate forward movement in achieving the mission and the College's goals. [4A.1.5] Through the College's program review process, programs address how they support achievement of the mission and address the strategic initiatives. [4A.1.6] Ongoing updates are provided

to the full campus through professional development days. [4A.1.7] This systemic approach to institutional improvement is woven through the planning hierarchy, which is inclusive of administration, faculty, staff, and students. The ultimate representation of this structure is reflected in the College Council, a decision-making body comprised of leadership from all the major committees from all the major committees and constituencies on campus. [4A.1.8]

Leadership at Evergreen Valley College is not about official job titles, but more about taking action to direct the institution. All constituencies lead in their own way. Each constituent group has a unique purpose for taking the initiative for improving the practices, programs, and services in which they are involved.

Administrative leaders stimulate innovation by looking at new ways to improve infrastructure. For example, the administrators facilitated the campus operation of a solar array in 2012, which provides 30% of the College's electrical needs. Administrators also used gap analysis data from the Student Equity Report to provide better support for Veteran Students. [4A.1.9] After much planning, hiring, and preparation, the Veterans Freedom Center opened on campus in the spring semester of 2016. [4A.1.10] To further enhance innovation opportunities for the College, administrators work with state and federal entities to develop innovation partnerships, including the College Connection Academy and securing external funding. [4A.1.11]

Deans Academy 2016

Faculty leaders foster innovation through many facets, from pedagogical practices to evaluating new technologies that improve workflow. The faculty at EVC continually seek innovative methods to improve learning. For example, the Biology and Engineering faculty developed an interdisciplinary project where students test the tensile strength of a cadaver femur and tibia. The nursing program utilities a high-fidelity simulation lab to ready students for real-life clinical simulations. The Astronomy faculty utilize telescopes on neighboring Montgomery Hill to solidify classroom content. For distance education, the faculty are supporting innovation by participating in the Online Education Initiative (OEI). (See Standard 2A.7, Teaching Methodologies)

Faculty lead the decision to utilize innovation to improve the workflow for curriculum development. In 2013, the All College Curriculum Committee (ACCC) invited the GoverNet Corporation to demonstrate its product, CurricUnet, a program which allows a college to efficiently place its entire curriculum in electronic format and send the forms to the Sacramento System Office directly, as the State uses CurricUnet. This decision to adopt CurricUnet involved the SLO sub-committee, members of the Curriculum Committee, and administrative leaders who provided the budgetary support. Currently under development is the SLO module from GoverNet, which will allow for seamless monitoring and reporting on a single software platform. [4A.1.12; 4A.1.13]

Students provide innovation to the College by addressing issues facing current students. In 2011, the EVC Associated Student Government funded EVC student access to extended hours at the Martin Luther King Jr. Library at San Jose State University to address shortened hours at the EVC Library. [4A.1.14]. In 2015 and 2016, the Associated Student Government negotiated the Eco-Pass program with the Valley Transit Authority to make bus usage affordable for students at the College. In 2016, the Honors Club sponsored the College's first LBGTQIA+ forum, exploring the unique concerns and challenges of the student community. [4A.1.15]

BP 2510 provides constituent groups a process for when ideas for improvement have policy implications that have been raised through the participatory process. [4A.1.16] In 2016, the Academic Senates of Evergreen Valley College and San Jose City College passed a joint resolution and received Board approval for a District Academic Senate. [4A.1.17] In April of 2016, a president of the District Academic Senate (DAS) was chosen and developing the by-laws are in progress. The two key issues the DAS will address are curriculum as well as equivalency.

Valuable contributions and exemplary service are recognized through the Academic Senate's Distinguished Faculty awards, Classified Senate awards, Administrator of the Year Awards, Student Learning Outcomes and Assessment Committee Excellence Award, and through the VPAA Newsletter.

Analysis and Evaluation

The College meets the standard. Evergreen Valley College recognizes and utilizes the contributions of leadership throughout the organization for ongoing improvement of the institution. The College's institutional leaders throughout the organization are committed to a systematic and collaborative decision-making process that inspires and supports empowerment, innovation, and institutional excellence. The Strategic Planning process engaged numerous faculty, staff, administrators, students, community partners, and Board trustees in developing the SJECCD district-wide strategic plan. Evergreen Valley College's on-going culture of inclusivity and respect for diversity and ideas is well represented in the values that emerged as a key component of the Strategic Plan. Board Policy 2510, Participation in Local Decision-Making, identifies the standing committees, councils, advisory committees, and Academic Senate consultation committees for the SJECCD, including their functions and membership composition. The culture of collegiality and positive leadership has established a foundation for innovation to thrive. As listed above, many areas throughout the campus have been innovative out of necessity and support from external community needs. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

The College recognizes that in order to enhance innovation, a greater understanding of overall college communication activities is needed. The College is committed to this through its Communication action project: *Establish a global picture of EVCs current communication procedures.* (See QFE Action Project 2: Communication)

STANDARD 4A.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

POLICY AND PROCEDURES AUTHORIZING DECISION-MAKING

The College is committed to and values participatory governance as the core of its decision-making processes. Board Policy 2510 [4A.2.1]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. It establishes the foundation for the formation of committees representing the Academic Senate, Staff, and Students.

Board Policy 2515 [4A.2.2] stipulates the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. 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 Academic Senate in decision-making is further outlined in BP 2511, [4A.2.3] which states that the Board of Trustees shall consult collegially with the San Jose City College, Evergreen Valley College, and District Academic Senates when adopting policies and procedures on academic and professional matters. Similarly, BP 2512 [4A.2.4] 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".

COLLEGE PROCESS TO FORWARD IDEAS FOR DECISION-MAKING

The College implements established District policies and procedures that authorize administrator, faculty, and staff participation in the decision-making processes. The *Evergreen Valley College Shared Governance Decision-making Handbook* [4A.2.5] defines the basic process for collaborative decision-making. Evergreen Valley 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 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. They provide information to all represented constituency groups, as well as putting forward recommendations for vote

and involvement in the voting process. [4A.2.6] Faculty play 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. [4A.2.7] Academic Senate minutes] Classified staff share in the decision-making process by participation in committee meetings. Classified put forth recommendations as well as vote on action items to take forth to College Council. [4A.2.8]

STUDENTS IN DECISION-MAKING

San Jose Evergreen Community College District BP 2510 and BP 2515 provide for student involvement in the participatory process. Administrative Procedure 2510 [4A.2.9] lays out the procedure for the election of student members of the board and AP 2015 [4A.2.10] 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. Associated Students Executive Board represents all of the Evergreen Valley College 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.

One of many ways the College promotes student participation is through the work of the Student Success Committee, whose members represent a cross-section of the campus community, including students. This committee has made recommendations to improve communication of campus events [4A.2.11] and participated in the decision for budget allocation when they purchased 40 laptops for students to check out [A4.2.12].

Students have also served on key hiring committees, and participate in the performance evaluation of faculty (A4.2.13). Student evaluations shall be administered in at least one class or service area each semester. The information from student evaluations may provide a worthy basis for discussion during the post-evaluation conference.

Analysis and Evaluation

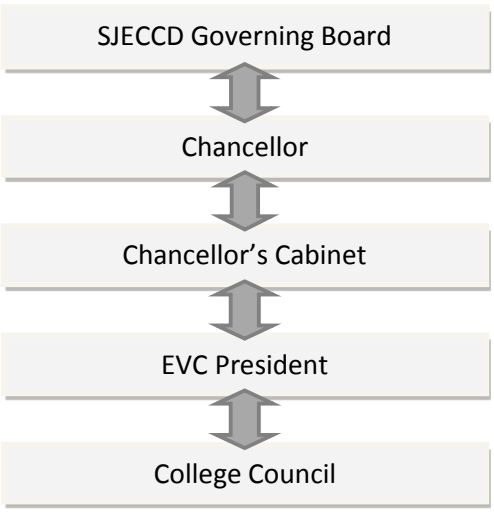
The College meets this standard. The College values and is committed to participatory governance as the core of its decision-making process. The Board is committed and has an obligation to ensure that appropriate members of the District participate in the decision-making process. Board Policy 2515 states that District employee/student representative groups shall be given the opportunity to participate in the development of Board policies and Board adopted procedures. The *Evergreen Valley College Shared Governance Decision-making Handbook* 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. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 4A.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 the budget. (See Standard 4A.2) While the faculty and academic administration have primary responsibility for student learning programs, all constituencies have a voice in general institutional policies and procedures, planning, and the budget. College community members may forward ideas or changes through shared governance committees or be placed on the College Council agenda and a decision on whether to further investigate or place to vote.



FACULTY

Through membership on 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. (See Standard 4A.4) 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. 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. The faculty union communicates with members via division representatives, and its website and newsletter. All Senate meetings are open to the public, minutes of meetings are available online, and Senators report to their respective constituencies.

The roles of the Academic Senate and the faculty union are outlined in District Policies BP 2510, [4A.2.1] BP 2511, [4A.2.3] BP 2512, [4A.2.4] BP 2513, [4A.3.1] BP 2514, [4A.3.2] BP 2515, [4A.3.3] and BP 2516, [4A.3.4] the *EVC Shared Governance Decision-making Handbook*, [4A.2.5] as well as the collectively bargained contract. [4A.3.5]

ADMINISTRATION

Participatory governance goals as well as individual responsibilities for administrative leadership are outlined in Board Policy 2516. [4A.3.4] The 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. [4A.3.6] Furthermore, Board Policies and Administrative Procedures exist for each management type:

- BP 7260 – Classified Supervisors and Managers [4A.3.7]
- BP 7250 – Educational Administrators [4A.3.8]
- BP 7240 – Confidential Employees [4A.3.9]

Administrative representation is included on institutional advisory committees, including the College Council, the Institutional Effectiveness Committee, and the College Budget Committee. Administrators also serve on the Academic Affairs Council**,** the Student Services Management Team, the President's Executive Team, and the 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.[4A.3.10] 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. 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

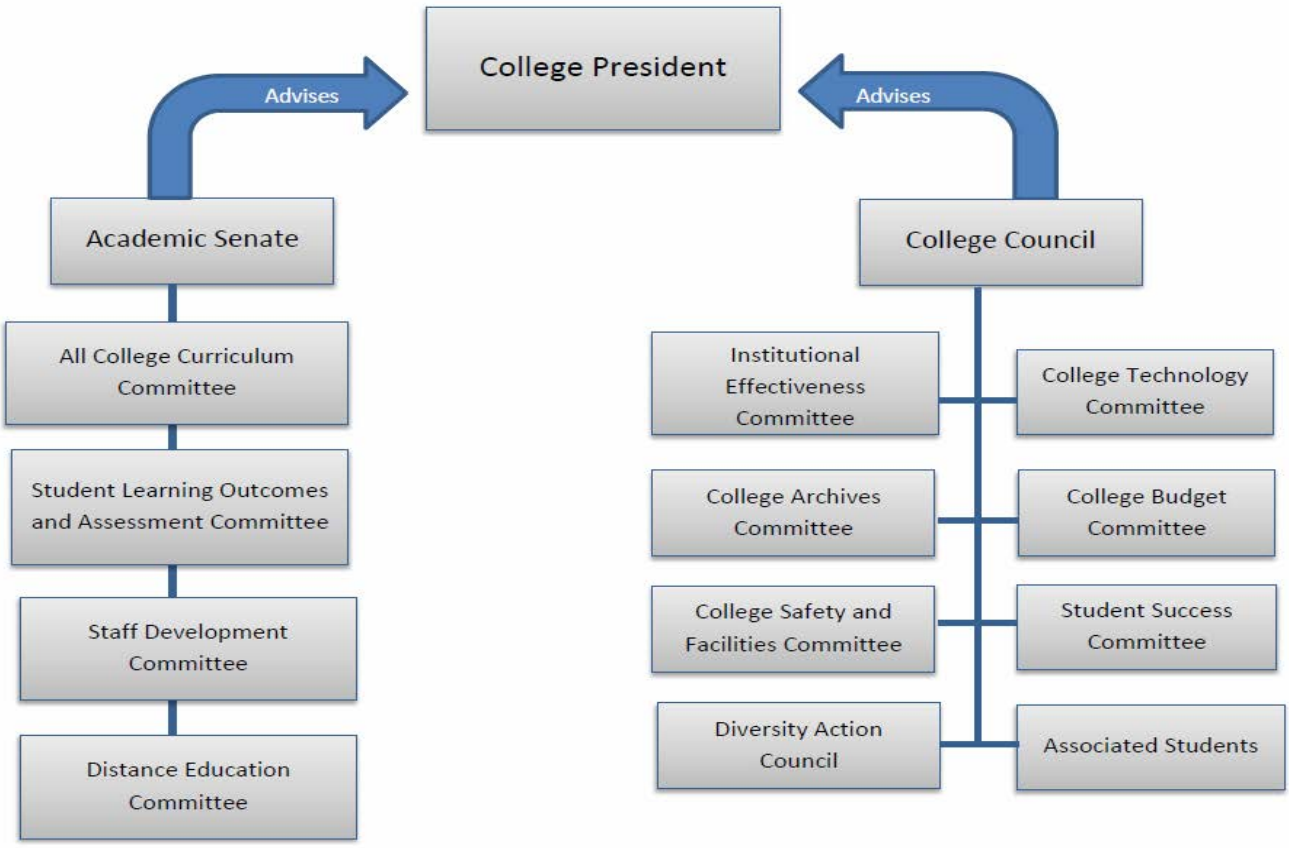
Participatory governance involves classified staff, as well. Standing councils and committees, including important advisory committees such as the College Council, the Institutional Effectiveness Committee, and the College Budget Committee, call for classified staff representation. Classified staff also participates in the District Council and District Budget Committee advisory bodies. Classified staff are invited to participate in College events and activities throughout the year. 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. [4A.2.5; 4A.3.3; 4A.3.4]

STUDENTS

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 [4A.3.3] and 2516 [4A.3.4]. Most governance standing committees and councils reserve seats for student representatives [4A.2.5], as does the District Board of Trustees. These student representatives, including the Student Trustee, are appointed by the EVC Associated Student Government (ASG), the elected student government at EVC. The ASG President serves on both the College Council and the District Council.

Recruiting student representatives for committees is always problematic due to conflicts with their course schedules and other demands for their time. Moreover, the strongest leaders among students tend to be those who complete their program requirements within two years and then transfer, making it difficult to build institutional memory or continuity within ASG. Nonetheless, EVC has a history of talented and articulate students participating in student government and key governance committees during their time of attendance.

Shared Governance Decision Making Structure



Any group involved in the collaborative decision-making process must first be approved by the College Council. The College Council also establishes the charge and membership for any governance committee, council, or task force. Membership typically consists of representatives from all four constituency groups appointed by their representative governing bodies: faculty by the Academic Senate, classified staff by CSEA, student representatives by the Associated Student Government, and administration by the College President or Management Supervisory and Confidential Council (MSC). The faculty union appoints one representative to the College Council.

COLLEGE COUNCIL MEMBERS

Academic Senate President
Faculty Association Representative
Faculty at Large Representative
3 Associated Students Representatives
1 Diversity Action Council
Classified Senate President
Classified at Large Representative
CSEA Representative
2 Managers & 1 Supervisory Representative
(1 from Student Services, 1 from Instructional)
Ex-Officio:
College President
VP of Administrative Services
VP of Student Affairs
VP of Academic Affairs

EVC Shared Governance Committees			
Councils	College Council Academic Senate	Classified Senate (on hiatus) Assoc. Students	Administrative Council Diversity Action Council
Standing Committees	Archives College Safety & Facilities College Technology College Budget	College Curriculum* Institutional Effectiveness Retention Matriculation Staff Development*	Student Learning Outcomes Assessment Committee (SLOAC)*¥ Distance Education Committee*¥
Ad-Hoc Committees	Graduation	Marketing	Scholarship
Functional Work Teams	Student Services Events Advisory Team	Outreach Academic/Student Affairs Deans	Executive Staff Team
***Under the oversight of Academic Senate ¥created spring 2016**			

BUDGET

The budget planning process is described in-depth in Standard 3D.1 and Standard 3D.2. EVC 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 at EVC, as described above.

The College Budget Committee is the standing committee with principle 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), and the College Council deliberates on Budget Committee recommendations before reporting to the College President. [4A.3.11]

Analysis and Evaluation

The College meets 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 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 to ensure that faculty, staff, administrators, and students have defined roles and multiple opportunities to participate in decision-making processes. Committees, councils and other organized groups allow all constituencies a substantive voice in appropriate areas, including policies, planning, and the budget. The College has many examples where policies and procedures have led to improvement of institutional practices, academic senate and the curriculum committee.

Faculty have membership on 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. Participatory governance goals as well as individual responsibilities for administrative leadership are outlined in the Board Policy 2516. 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. 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 3D Financial Resources. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

The College recognizes that in order to enhance roles in decision-making, a greater focus on overall college communication activities is needed. The College is committed to this through its Communication action project: *Establish a global picture of EVCs current communication procedures and Facilitate Reporting between shared governance entities.* (See QFE Action Project 2: Communication)

STANDARD 4A.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.

SJECCD Board policies establish well-defined structure regarding student learning programs and services. In particular, Board Policy 2510, 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 Board Policy 2511 and its subsections. [4A.2.1; 4A.2.3] Board Policy 4020 outlines grading and academic record policies, BP 4222 addresses basic skills and 4025 includes a philosophy statement on general education. [4A.4.1; 4A.4.2; 4A.4.3]

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 BP 2512, the SJECCD 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." [4A.2.4]

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 EVC 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. 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 Associated Student Government). The Vice-President of Academic Affairs serves as an ex-officio member of the committee.

Analysis and Evaluation

The College meets the standard. Administrative Code and Title 5 expressly state that it shall be 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. Board Policy states that the District shall accord the College Academic Senates rights in the areas of course, program, and curriculum development as outlined in BP 2510. The EVC Academic Senate delegates routine curriculum issues to the All College Curriculum Committee, including course updates, approval of new courses, course deactivation, and approval or revision of degrees and certificates. The College relies on the appropriate academic structures and personnel, incorporating feedback from advisory committees where appropriate, for recommendations about student learning programs and services. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 4A.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

The San Jose-Evergreen Community College District ensures that a broad range of perspectives are considered in every decision. Decision-making occurs at all levels of the District and of Evergreen Valley College, beginning with the Board and extending through the College shared governance committees. The District and College invite their participation and incorporate input from administrators, faculty, classified staff, and students in all major decisions. (See Standard 4A.3)

SJECCD Board Policy 2510 outlines the Governing Board's commitment to ensuring effective shared governance in the decision-making process. [4A.2.1] This policy recognizes all the constituent groups and their roles, expertise, and interests. Board Policy 2513 defines Collective Bargaining Matters as the responsibility of the faculty union (AFT 6157) and staff union (CSEA 363). [4A.3.1] Board Policy 2515 recognizes the participation of the employee and student representative groups in policy development, and identifies them by name: Academic Senate, CSEA

363, AFT 6157, MSCC, and Associated Student Government and provides for ample time for the constituency groups to be involved in the decisions affecting them. [4A.3.3]

Administrators have specialized expertise, including familiarity with laws governing their respective function. Division 6 of California Title 5 Regulations outlines laws that all California community colleges must abide by. SJECCD is required to maintain a Student Equity Plan per Title 5, Section 54220. [4A.5.1] EVC administrators (both academic and student services) are crucial to the completion of the EVC Student Equity Plan. [4A.5.2]

Faculty have primacy on academic and professional matters, as stated in Board Policy 2512. [4A.2.4] This policy defines Academic and Professional Matters as the responsibility of the Academic Senate, and spells out the "Ten Plus One" from Education Code. Through the All College Curriculum Committee (ACCC), new courses are proposed, and current courses are revised. All revised courses are approved by faculty, while new courses and programs require the approval of the SJECCD Governing Board. ACCC minutes reflect the work of the committee and faculty.

Classified professionals, through the CSEA, work as inclusive body within the College that provides support to the classified staff

The constitution of the Associated Students of EVC details the rights and responsibilities of students attending EVC. All registered students have the right to “address concerns, ideas and opinions” to the ASG. In turn the ASG is the governing body of the students and is the student representative in the shared governance structure of Evergreen Valley College. [4A.5.3]

INSTITUTIONAL GOVERNANCE MANIFESTED AT THE DISTRICT LEVEL

The District Council is a District-Level Committee to advise the Chancellor on issues, decisions, directions, etc. 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 a District-Level Committee to advise the Vice-Chancellor of Administrative Services, which includes the financial office of the District. All constituency groups are represented in membership with minutes produced after each monthly meeting.

The Civility Task Force is a District-Level Committee to address and improve civility and campus/district climate. All constituency groups are represented in membership with meeting notes produced after each monthly meeting. A Civility Survey Report and Professional Development Day Presentation were conducted in 2014. [4A.5.4; 4A.5.5]

INSTITUTIONAL GOVERNANCE MANIFESTED AT THE COLLEGE LEVEL

The College Council advises the College President on matters of policy, budget, strategic planning, and other matters that are of overall college concern. 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. 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. 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. CTC also works with the District Information and Technology Support Services to assess and revise the EVC Technology Plan regularly. [4A.5.6] 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. 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 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. All constituency groups are represented through membership. The Archives Committee meets on an "as needed" basis.

The Student Success Committee, formerly known as the Student Retention and Matriculation 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. [4A.5.2] All constituency groups are represented through membership. The Student Success Committee meets twice a month during the academic year, with minutes produced every meeting.

The Staff 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. The Staff Development committee recommends directly to the College President or the Academic Senate, as appropriate. All constituency groups are represented through membership. The Staff 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. 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. 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. The Distance Education Committee meets twice a month during the academic year, with minutes produced every meeting.

Analysis and Evaluation

The College meets the standard. The College ensures the appropriate consideration of relevant perspectives. Additionally, decision-making is aligned with expertise and responsibility. Under Board Policy 2510 and Administrative Procedure 2510, all constituency groups have a role to play in college governance. 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. The District Council is a District-Level Committee to advise the Chancellor on issues, decisions, directions, etc. All constituency groups are represented in membership with minutes produced after each monthly meeting. The College Council advises the college president on matters of policy, budget, strategic planning, and other matters that are of overall college concern. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

The College recognizes that in order to enhance communication between the committees, further consideration of varied perspectives in needed. The College is committed to this through its Communication action project: *Facilitate reporting between shared governance entities.* (See QFE Action Project 2: Communication) As outlined in the Changes and Plans Arising Out of the Self-Evaluation Process, the College will be revising its governance handbook.

STANDARD 4A.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 is committed to and values participatory governance as the core of its decision-making processes. Board Policy 2510 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. [4A.2.1] It establishes the foundation for the formation of committees representing the Academic Senate, Staff, and Students. Moreover, Board Policy 2515 states that representation groups "may initiate and participate effectively in the formulation and development of proposals for new policies or Board adopted procedures," and the process for the proposal. [4A.2.2]

EVC implements established processes for decision-making. The *Evergreen Valley College Shared Governance Decision Making Handbook* defines the basic process for collaborative decision-making. [4A.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 (See Standard 4A.3). Evergreen Valley 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 are widely communicated across the institution through presentations at Professional Development Days (PDDs), college-wide emails, President Town Hall Meetings, and dissemination by committee member reports. [4A.6.1; 4A.6.2]

ADDITIONAL COMMUNICATION CHANNELS

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. Recent examples include the monthly Chancellor's newsletter, EVC newspaper, ITSS newsletter, and links on the EVC home page to current topics. [4A.6.3; 4A.6.4] 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 [4A.6.5], and Fiscal Services for Payroll and Purchasing [4A.6.6] are conducted. The College president also holds open forum campus wide meetings [4A.6.1]. 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).

Though progress in communication has been made, the College distributed a survey to the members of the Institutional Effectiveness, College Council, Administrative Council, Budget, and Student Success governance committees during March and April 2016 to assess its planning processes in a broad based, systematic evaluation of its integrated planning efforts [4A.6.7]. Based on the survey results, the Institutional Effectiveness Committee met and discussed the results, developing two main recommendations. Based on the survey results, the Institutional Effectiveness Committee met and discussed the results, developing two main recommendations:

1. The College will provide annual committee chair training including alignment of committees to integrated planning.
2. Facilitate communication within committees as outlined in the College.

EVC is committed to taking additional action in order to strategically plan and structure internal and external communication channels that influence dialogue within and between decision-making (shared governance) committees. Through the College's QFE Action Project 2: Communication, EVC will focus activities in order to strengthen communication and facilitate a more cohesive college community.

Analysis and Evaluation

The College meets the standard. 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.

IEC's recent survey and evaluation of planning processes yielded two recommendations, one on committee chair training and the other on improved committee communication. Committee chair training is being provided in fall 2016, and the College's Quality Focus Essay addresses its commitment to improving communication between its various committees. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

The College is committed to continuing to improve the communication process between the various committees as outlined in the College's Communication action project: *Facilitate reporting between Shared Governance Entities.* (See Action Project 2: Communication) Training of the committee chair persons is currently scheduled to occur in the Fall 2016 semester. The Institutional Effectiveness Action committee will continue to facilitate communication within committees as outlined in the College Quality Focus Essay (QFE).

STANDARD 4A.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

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.

BOARD OF TRUSTEES AND DISTRICT EVALUATION PROCESSES

Beginning with the Board of Trustees and extending through its shared governance committees, Evergreen Valley 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. The SJECCD District Office conducts a regular program review of all departments to evaluate what they are doing well and identify any needed improvements. The most recent such program review included a comprehensive effectiveness survey as well.

EVALUATION OF PLANNING PROCESSES

The evaluation approach to improving policies, procedures, and processes is an important part of the College's productivity and effectiveness in meeting its mission. A recent example is noted through the Institutional Effectiveness Committee's (IEC) assessment of the College's planning processes. In March and April 2016, IEC created a Planning Effectiveness Survey to elicit decision-making and shared governance committee members'

opinions on the effectiveness of the College's planning structures and processes. Committee members from the College Council, Administrative Council, Budget, Institutional Effectiveness and Student Success Committees were surveyed, responding to questions on their committee, such as Membership Size and Balance, Training and Support, Efficiency, Decision-Making, and Communication. The survey concluded with an open-ended question for any other feedback members wished to provide on planning processes at the College. [4A.7.1]

The purpose of this survey was to gauge what is working well in the College's planning process and what areas need to be addressed and/or improved. While the response rate was relatively low, this survey was an encouraging beginning. It engaged the respondents to reflect on this subject and provoked greater discussions about planning effectiveness, while also creating a framework for improved evaluations in the future. Evaluation processes require a culture of evidence; subsequently, the IEC plans to expand this survey and improve its future response rate by attending other shared governance meetings and explaining the importance of regular evaluation as the College works toward sustainable improvements in institutional effectiveness.

Based on this Evaluation of Planning Processes, IEC held meaningful discussions about the survey's results and developed two recommendations. First, IEC recommended that the College provide annual training for all committee chairs to ensure alignment with integrated planning. This training is being offered in Fall 2016 through the College's Professional Development Center in collaboration with the College Council and Academic Senate. Second, the committee recommended greater communication between committees. Facilitating such communication is outlined in the College's (QFE). [4A.7.2]

COMMUNICATING THE RESULTS

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 which is relevant to their areas of focus. For example, after members of the shared governance committees were contacted with the Integrated Planning Survey, the results and IEC recommendations based on this survey were communicated to the Academic Senate and College Council in the form of the Evaluation of Planning Processes 2016 report, which both groups approved. [4A.7.3]

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, in Fall 2016, there will be training for committee chairs with further discussions in that forum and in committees about improving cross-communication between different committees.

COLLEGE COUNCIL

The College Council is the primary college recommending body to the President. 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 (known as MSCC), a meet-and-confer group of administrators; the faculty bargaining unit (known as AFT 6157); the Academic Senate (made up of elected faculty representatives); the classified bargaining unit (known as 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. To further develop governance roles and systems evaluation, through its Quality Focus Essay, the College has committed to establishing a consistent college process for evaluating shared governance effectiveness.

INSTITUTIONAL EFFECTIVENESS COMMITTEE

The Institutional Effectiveness Committee (IEC) is the central planning and coordinating body for planning activities of Evergreen Valley College. The IEC initiates and leads the collaborative process of creating, modifying, and reviewing the College's strategic plan, program review and accreditation processes. [4A.7.4]

IEC evaluates each of the committee functions separately. For example, the IEC surveyed faculty and staff that completed program review to assess the overall effectiveness of the program review process and to solicit feedback in order to improve processes.[4A.7.5] The results for the spring 2015 survey were reviewed with the IEC in early fall 2015 [4A.7.6], while the IEC was establishing its committee goals. 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.

Similarly, in 2016, the IEC completed the Progress on the mission report, which reviewed multiple aspects that the College utilizes to evaluate its effectiveness in meeting its mission. First, the document functions as a progress report to document the status of the work on each strategic initiative and mission function of the College. Second, the Report provides a summary of the efforts to date to begin a more robust attempt to analyze institutional effectiveness and academic quality under the new Educational Master Plan. The Report will help guide the efforts to move forward under new integrated planning model and the Quality Focus Essay. [4A.7.7]

Overall, the emphasis on continuous quality improvement, inclusiveness, transparency and other values have positively affected the functioning and accomplishments of the IEC. The idea of continuous quality improvement, although not a separate item on IEC agendas, is embedded in its core values and purpose.

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.

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
- participating in various state reports across the academic year.

In May and December of each year, it has been the practice of the Academic Senate President to disseminate to the entire College a summary of events and issues of concern to the Senate and the faculty in general. Entitled *The Big Picture*, this message has gone out since the fall of 2012, acting as a summary evaluation of issues facing the Academic Senate. [4A.7.8]

The Academic Senate's sub-committees are the All-College Curriculum Committee, the Staff 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 disbanded prior to this accreditation report.

EVC ASSOCIATED STUDENTS

As described in Associated Students (AS) purpose, the Associated Students organization, in order to promote the general welfare of the students:

> The ASG shall represent the students of Evergreen Valley College, provide a vehicle for shared governance and student input, and participate in the affairs and activities of Evergreen Valley College.

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. Information is publicly available through the AS section of the EVC website, postings of AS Senate agendas and minutes, posters, and flyers on Associated Students bulletin boards in public areas.

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. The College president directed by the Chancellor 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. The Board also conducts 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). [4A.7.9; 4A.7.10]
- 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.

This process is described in further detail in the CCLC Presentation, End Policies and Governance Principles, Ends Policies and Measures, Global Ends Dashboard, March 2015 Quarterly Monitoring Report, and the SJECCD Board Self-Evaluation.

Analysis and Evaluation

The College meets the standard. Beginning with the Board of Trustees and extending through the Chancellor and the College's shared governance committees, Evergreen Valley College has implemented a process of regular evaluation to ensure effectiveness. The College has a healthy logistical structure that supports shared governance. Management, faculty, classified staff and students 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. As the College transitions to the Strategic Plan goals and objectives, shared governance groups will evaluate themselves against these goals and respond accordingly, as they have with the College Initiatives in the past.

In March and April 2 IEC created an Integrated Planning Survey to elicit shared governance committee members' opinions on the effectiveness of the College's planning structures and processes. The purpose of this survey was to gauge what is working well in the College's planning process and what areas need to be addressed and/or improved. 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. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

Although the College meets the standard and evaluation processes are in place, the College recognizes that further development is needed in establishing a consistent method for evaluating governance. As such, the College has committed to further study through the QFE, Action Project 1: Planning-Institutional Effectiveness: *Establish evaluation plan and timeline for planning activities and college processes.*

CHANGES AND PLANS ARISING FROM THE SELF-EVALUATION PROCESS

- The College will revise its shared governance handbook- 4A.5

EVIDENCE LIST

4A.1.1 SJECCD Strategic Plan
4A.1.2 IEC strategic plan webpage- screenshot
4A.1.3 IEC committee membership
4A.1.4 EMP
4A.1.5 Integrated plan
4A.1.6 IEC PR template
4A.1.7 IEC PDD ppt
4A.1.8 college council webpage
4A.1.9 equity report
4A.1.10 link to Veterans Freedom Center
4A.1.11 grants at a glance
4A.1.12 ACCC minutes – show CurricUnet discussion
4A.1.13 SLO sub committee minutes for CurricUnet
4A.1.14 EVC_ASG_SJSU_MLK_Library_extended_hours.pdf
4A.1.15 honors flyer

4A.1.16 BP2510
4A.1.17 BOT minutes 10/27/15
4A.2.1 Board Policy 2510
4A.2.2 Board Policy 2515
4A.2.3 BP2511
4A.2.4 BP2512
4A.2.5 EVC Shared Governance Decision Making Handbook
4A.2.6 College_Council_Minutes_03-14-2016.pdf
4A.2.7 Academic_Senate_Minutes_10-20-2015.pdf
4A.2.8 CBC_Minutes_11-18-2015.pdf
4A.2.9 Administrative Procedure 2510
4A.2.10 AP 2015
4A.2.11 http://www.evc.edu/StudentAffairs/Documents/SSE-12_3-minutes.pdf
A4.2.12 http://www.evc.edu/StudentAffairs/Documents/SSE-11_05-minutes.pdf
A4.2.13 FA contract Article 22.7 page153
4A.3.1 BP 2513
4A.3.2 BP 2514
4A.3.3 BP 2515
4A.3.4 BP 2516 5.San Jose Evergreen AFT Contract
4A.3.5 Collective Bargaining Contract
4A.3.6 MSC Handbook
4A.3.7 BP 7260 – Classified Supervisors and Managers
4A.3.8 BP 7250– Educational Administrators
4A.3.9 BP 7240 – Confidential Employees
4A.3.10 Admin council site
4A.3.11 college council minutes approving RA funds, Dec 2015
4A.4.1 BP4020
4A.4.2 BP4222
4A.4.3 BP 4025
4A.5.1 Title 5, Section 54220
4A.5.2 EVC Student Equity Plan
4A.5.3 ASG Constitution (linked in narrative)
4A.5.4 Civility Survey Report
4A.5.5 Professional Development Day Civility Presentation
4A.5.6 EVC Technology Plan
4A.6.1 Town Hall
4A.6.2 SP-2016-PDD.pdf
4A.6.3 Chancellor's newsletter
4A.6.4 ITSS newsletter
4A.6.5 HR_at_EVC_Schedule_2016.pdf
4A.6.6 FISCAL_SERVICES_at_EVC_SCHEDULE_2016.pdf
4A.6.7 Evaluation of planning
4A.7.1 Planning survey
4A.7.2 IEC minutes showing planning survey recommendations
4A.7.3 Evaluation of Planning report
4A.7.4 IEC charge
4A.7.5 PR survey (survey monkey)
4A.7.6 IEC agenda- PR survey results
4A.7.7 Progress on the Mission report

4A.7.8 A.S. Big Picture
4A.7.9 BP 2435
4A.7.10 BP 2436

4B. CHIEF EXECUTIVE OFFICER

STANDARD 4B.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 the president's leadership in institutional planning and hiring practices, the president of EVC, Henry Yong, ensures that the primary responsibility is to maintain the quality of the institution. President Yong joined EVC in 2011. As Per SJECCD Board Policy 2431 [4B.1.1], the District established a search process that was fair, open, and compliant with relevant regulations, and included input from constituency groups and students. Through the process, Henry Yong was appointed as President of Evergreen Valley College on May 24, 2011, and commenced his duties on July 1, 2011. [4B.1.2] Prior to President Yong's appointment, Dr. Marilyn Brock served as the Interim President from January 1, 2011 to June 30, 2011.

Through SJECCD BP 2430 [4B.1.3], the chancellor has the authority to delegate college administration. As the Chief Executive Officer of the institution, President Yong has the primary responsibility of ensuring quality of all educational programs and services offered by Evergreen Valley College in serving the students and the community-at-large.

The president provides organizational leadership to ensure that all departments and units are operating efficiently in serving the students and the community. SJECCD has policies, procedures, and practices that delegate authority to the president for hiring [4B.1.4], financial [4B.1.5], and decision-making [4B.1.6], and that help define the role and responsibilities of the college president. The policies and organizational structure set the stage for a smooth shift in leadership and allow the College to maintain the high level of responsibility, communication, and accountability expected of the president. The president has demonstrated effective leadership in all duties defined in the policies and job description while bringing his own style to the organization, and implementing his vision of enabling the faculty and staff to perform efficiently in order to best serve the students.

The president guides institutional improvement of the teaching and learning environment:

- Through delegation to the Institutional Effectiveness Committee (IEC), the president established a collegial process that sets values, goals, and priorities. [4B.1.7]
- Through the campus researcher, the president ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions. Recently, the president charged the campus researcher and IEC with reviewing student success data (5-year average) to re-set the Institution-Set Standards [4B.1.8]
- Through the collaboration of key planning committees on campus, the IEC, and the development of the Educational Master Plan (EMP) [4B.1.9] the president ensures that educational planning is integrated with resource planning and distribution to achieve student learning outcomes. [4B.1.10]

The president supports institutional improvement, evaluation, and planning for the teaching and learning environment in multiple ways. The policies, procedures, and structures that have been established at the College have proven to be successful platforms for the succession of leadership. Even as leadership style has changed, the dialogue, collegiality, and integration of responsibilities within the administrative and shared governance structure have allowed the president to provide guidance and initiative to the instructional program.

ESTABLISHING A COLLEGIAL PROCESS

SJECCD Policy BP 2510 [4B.1.6] states the collegial process for shared governance and the structure that supports the development of values, goals, and priorities:

> *Within this policy the prescribed structure, goals, plans, and priorities are formulated and discussed and then provided ample time and support to develop prior to Board action. The president's office provides the organizational opportunity for the college to communicate goals and priorities to the Board of Trustees through periodic Board reports and monthly Board agenda items.*

Using email, a website, "town hall meetings", and mandatory professional development days (PDD), the president and other work groups seek constant feedback and participation from the college community, as well as from key stakeholders, elected officials, and residents of the Evergreen Valley community and beyond. [4B.1.11] Similarly, the president relies on the expertise of the College Council, which serves as the primary advising council to the president. Meetings occur bimonthly and have representation from each of the key constituents. The council serves as a collaborative environment for collegial dialogue, information sharing, and decision-making. [4B.1.12]

Through the shared governance process, the president plays an integral part in collegially developing rationale for personnel needs. BP 7110 delegates hiring authority to the president. BP7120 [4B.1.14] outlines hiring practices. BP 7100 [4B.1.13] ensures a commitment to diversity that aligns with the College and District mission. The president operates within the shared governance structure to determine new positions and prioritization. This workforce selection process is driven by institutional need, established through program review, taking into account how best to accomplish the mission of the College, budgetary parameters, enrollment data, Faculty Obligation Number (FON), 50% law, and the 75/25 ratio. [4B.1.15; 4B.1.16; 4B.1.17] The use of multiple data sources is an important feature of the personnel augmentation process at EVC. (See Standard 3A.7)

New faculty positions are vetted on a twin institutional track to the president. Faculty members collaborate within their respective departments to determine staffing needs, extrapolating from enrollment data and program reviews, and aligning department, division, and college goals. The president requests that the Academic Senate call for proposals for new faculty, then review and prioritize all submissions prior to making recommendations to him. [4B.1.18] On a separate track, division deans similarly determine their faculty staffing needs and prioritization prior to forwarding their recommendations to the president. [4B.1.19] Upon receipt of both recommendation lists, the president takes them to College Council. The shared governance body has the opportunity to review and assess the lists, then provides recommendations to the president. After the Council's input, the president makes his decisions, and announces the selections to the campus. These annual decisions regarding the instructional workforce are an integral part of the planning and resource allocation process at EVC, and reflect strong participation in the shared governance process. [4B.1.20] (See Standard 3A.1)

EVALUATIONS AND PLANNING

EVC has a history of collecting and analyzing data to inform decision-making at all levels of governance. In more recent years, as external agencies demand greater attention to research analysis, the College uses data and analysis to demonstrate its planning and areas for improvement. [4B.1. 21; 4B.1.22]

In particular, the president has strengthened the institution's use of program review data as part of the foundation for department and division planning and resource allocation. [4B.1.23] He also encouraged the campus to develop a collaborative and cooperative approach to the planning effort, such that departments and divisions complement and support each other, rather than compete against each other, and the campus should directly link planning to resource allocation.

To ensure continual improvement in instructional pedagogy, which drives the quality of instructional programs at the College, the president has supported the need of faculty and staff to maintain currency in their areas of expertise, and has committed resources for staff development annually. [4B.1.24]

The president's support for integrated planning across the campus has encouraged dialogue and a broad exchange of information between various stakeholder groups, with the goal of encouraging and improving institutional structure and organization to better serve and service our students' learning needs. In this effort, the president directed that relevant data be used in the new faculty prioritization process, as well as the resource allocation process, so that there is both transparency and objectivity in gaining support from all constituent groups. [4B.1.25]

The president receives the data summaries and recommendations from the Vice Presidents, confers with the Vice President of Academic Affairs and the rest of the Executive Team, and makes the final decisions and recommendations to the College Council for the allocation of resources. [4B.1.26]

The president's emphasis on the use of high quality research and analysis is also illustrated in the Strategic Planning process. From the start, the Strategic Planning process has been data-driven, utilizing research from both the Environmental Scan and Data Gathering work group in concert with data from Office of Institutional Effectiveness and Student Success at the District Office. The College has the advantage of a college-based research analyst, provided by the District Office and working directly with the Vice President for Academic Affairs, that provides timely data analysis as needed by college leaders for planning purposes. [4B.1.27]

As the updated mission and strategic initiatives have been established through the Strategic Planning Process, the president has been instrumental in ensuring a strong evaluative component within the entire structure. Through his authority, the president delegated the charge of evaluating college planning to the IEC. In spring 2016, the committee surveyed key decision-making committees on campus regarding planning practices on campus. After analyzing the results, the committee made two recommendations for the College, which were endorsed by the College Council and the president. The recommendations include campus *training for committee chairs central to the college integrated planning process* and *facilitate communication between committees as outlined in the campus QFE.* [4B.1.28]

To ensure facilitation of student learning and achievement, the president emphasizes the importance of SLO assessment at the course, program and institutional level, and review of student achievement measures. The president supports these efforts through development of the SLO Assessment Committee (SLOAC) and faculty leaders serving as SLO coordinators. Similarly, the president supported IEC's efforts in triangulating student

success data to set authentic institution set standards. [4B.1.29] The president recognizes these key efforts as integral to the College meeting its mission.

Within established processes for resource planning, one of the most important tasks facing the president and the College is to plan for improvements and expansion of College facilities, technological enhancements to classrooms, and faculty hiring. These areas of responsibility include the faculty through participatory governance (Academic Senate) and under the leadership of the Vice Presidents, the Academic Services staff, Student Services staff, and Academic Deans.

The president takes an active role in the budgeting and fiscal monitoring process by holding weekly meetings with senior administrators to monitor operational expenditures. [4B.1.26] The president provides leadership and direction in resource planning and allocation, including the oversight of salary and benefit expenditures. The president also meets with senior administrators to monitor construction costs and management of the Measure G-2004 and Measure G-2010 bonds.

To augment available resources, the president actively encourages the campus to pursue external funding through grants, both at the state and federal levels. Even though there is not a grants office or grants specialist, faculty and staff have been resourceful and successfully applied and received approximately $ 4.2 million in external grants since July 2011. [4B.1.30]

The president's cabinet receives a budgetary update during the Executive Session every week, which is a standing opportunity for the Vice President of Administrative Services to update on encumbrances and expenditures in various departments and divisions; and to report on recommendations and developments from the campus Budget Committee, and District Budget Committee. [4B.1.26]

The president meets with the president of the Academic Senate weekly to develop, collaborate, or resolve academic issues, some of which may include the budget. The president also meets monthly with the senior leadership of the American Federation of Teachers (AFT 6157), Management, Supervisory and Confidential Committee (MSCC, a meet-and-confer constituent group), and the Classified School Employees Association (CSEA) to dialogue and resolve labor issues, which often include the budget. [4B.1.31]

The president is mindful that after several years of severe budgetary constraints, immediate restoration of previously eliminated positions may not be the best option under the previous framework and organizational structure. The president and his executive team led the campus through structural and organizational self-analysis, known as Institutional Re-Design in 2013. In this new initiative, there is no automatic restoration of previously eliminated or vacated positions that had remained unstaffed since the budgetary crunch of 2010 – 2011. Rather, under the Re-Design initiative, newly available funding was shared or allocated to positions determined through collegiate and campus vetting, which was driven by data and the desire to better serve our customers, the students. This new direction has allowed frontline managers and supervisors the opportunity to re-configure their departments and service units, with the overarching goal of creating a stronger and more efficient student-oriented organization. [4B.1.32]

PRESIDENT'S LEADERSHIP

The president's leadership in establishing, evaluating, and revising procedures related to teaching and learning has been clearly demonstrated by his active role in the Strategic Planning process. He used his position to draw attention to this inclusive and often exciting movement to create a new college vision as well as the mission, values, and goals to support that vision. Through frequent college-wide email communications, articles and speeches in the community, and reports to the Board, the president supported an inclusive approach to evaluating and sustaining the College.

The president strongly supports and provides leadership for the examination and review of the governance and administrative organization of the College in other venues as well. He requires that all matters concerning the development or review of policy or procedures undergo constituent review in the College Council process and that appropriate Education Code or Title 5 statute research is completed prior to new or revised policy material being placed on the Board Agenda. He also works with College Council to ensure the planning of all participatory governance committees and reporting structures.

The president meets his responsibility to guide and delegate institutional improvement by receiving input from appropriate administrative, constituent, and governance leaders and groups. He reviews all annual or periodic reports on administrative structure, faculty composition, facilities, research data, and the organization of the major instructional sites. Important reports or data regularly submitted for his review come from:

- Institutional Effectiveness Committee
- Academic Administrators
- College Council
- Office of Institutional Planning

Analysis and Evaluation

The College meets the standard. The president of the College has primary responsibility for the quality of the College. The role and responsibilities of the president are set forth through board policies and administrative procedures. The president not only follows established policies and practices that ensures the use of research and analysis to connect achievement and resources, he does so through his Executive Team, standing committees, the strategic planning process, and other mechanisms that ensure collegiality and integrated planning. The president supports institutional improvement and the evaluation and planning for the teaching and learning environment in multiple ways. SJECCD Policy BP 2510 states the collegial process for shared governance and the structure that supports the development of values, goals, and priorities. The president receives the data summaries and recommendations from the Vice Presidents, confers with the Vice President of Academic Affairs and the rest of the His Executive Team, and makes his final decisions and recommendations to the College Council for the allocation of resources. The president's leadership in establishing, evaluating, and revising procedures related to teaching and learning has been clearly demonstrated by his active role in the Strategic Planning process. The president strongly supports and provides leadership for the examination and review of the governance and administrative organization of the College in other venues as well. The president meets his responsibility to guide and delegate institutional improvement by receiving input from appropriate administrative, constituent, and governance leaders and groups**.**

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 4B.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 BP 2430. [4B.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.

The president chairs the president's Executive Team comprised of three Vice Presidents. When appropriate or germane to their areas of supervision and expertise, other administrators have been invited to attend special sessions with the Executive Team, including deans, the Chief of Police, and supervisors of construction projects on campus. The president's goal is to be inclusive and broad-based in his approach to receiving advice and input from senior level management.

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. The Vice President of Academic Affairs oversees all instructional programs and services offered by the College. Under his direct supervision, there are five instructional division deans, and one associate dean of non-credit and Basic Skills programs. The College has plans to add a Dean of Institutional Research and Effectiveness in the near future. This new position will report directly to the Vice President of Academic Affairs, but the service and support provided by this position will support the entire campus. The Vice President of Student Affairs oversees the Dean of Enrollment Services, Dean of Student Success, and Associate Dean of Student Services. The Vice President of Administrative Services has no deans, but directors who oversee operational units such as Business Services, Grounds, Custodial, Facilities, and Computers and Technical Support Services (CTSS). The president maintains a current organizational chart, updated last year during the Re-Design Initiative. (See Evergreen Valley College Executive Team org chart)

ORGANIZATION OF AND DELEGATION WITHIN THE ADMINISTRATIVE STRUCTURE

In his central leadership role, and in accordance with Board Policy 2430**,** the College president plans and oversees an administrative structure, which includes the Vice President of Academic Affairs, the Vice President of Administrative Services, and the Vice President of Student Affairs. The areas of delegation currently include positions throughout the College. This structure, while undergoing periodic review and revision, has remained fairly stable over the years, reflecting that it adequately supports the size and complexity of the College.

SJECCD has policies that delegate authority to the president for hiring**,** financial**,** and decision-making. [4B.2.2; 4B.2.3; 4B.2.4] The College President delegates authority to administrators and others consistent with the responsibilities listed in the job descriptions of the individual management positions. He maintains close contact

with all aspects of the College through his Executive team and other governance groups, such as Institutional Effectiveness Committee (IEC).

KEY MANAGERS' GENERAL RESPONSIBILITIES

The Vice President of Academic Affairs oversees all instructional programs and services offered by the College. Under him, there are 5 instructional division deans, and one associate dean of non-credit and Basic Skills programs. The College has plans to add a Dean of Institutional Research and Effectiveness in the near future. This new position will report directly to the Vice President of Academic Affairs, but the service provided will support the entire campus. (See EVC Academic Affairs org chart)

The Vice President of Student Affairs is responsible for planning, directing, administering, and evaluating the Student Services programs of the College. This position provides technological and research leadership to offer services and programs which advance the educational mission of the College and oversees Admissions and Records, Articulation, Counseling, Career Center, Transfer Center, Disabled Students Program, EOPS/CARE, Financial Aid, Job Placement, Matriculation, Outreach, Student Activities, Veteran's Affairs, Title IX, Student Health Services, and Workforce Investment Network Programs. (See EVC Student Affairs Org Chart)

Vice President of Administrative Services oversees the daily operations of the financial, plant, and information technology functions of the College. This position is responsible for planning, organizing, controlling, and directing the administrative functions and services of the College including fiscal and budgetary systems, coordination of campus food service, vending contracts, campus technology, and media support services, accreditation responsibilities, facilities master planning, safety, and serves as the chief business officer for the College. (See EVC Administrative Services org chart)

Campus-based institutional research, data analysis, institutional reports, assessment, and communication of institutional effectiveness is currently performed by the campus researcher in collaboration with the Institutional Effectiveness Committee. The campus researcher was recently moved from reporting to the Vice Chancellor of Institutional Effectiveness to the campus Vice President of Academic Affairs, who is also the Accreditation Liaison Officer, to strengthen support for the campus. This organizational change will allow all campus departments to have better and faster access to data requisition requests.

Each administrative or management position has specific areas of responsibility, detailed job descriptions stored at Human Resources (See Standard 3A.3).

The president participates actively in the selection of senior administration. He directs the annual evaluation process of all administrators to ensure that duties are fully and appropriately fulfilled. Furthermore, according to the guidelines in Board Policy 7110**,** the president holds all administrators accountable in discharging their duties and supervising their respective departments or units. [4B.2.5]

ADVISORY AND GOVERNANCE COMMITTEES

The president has established and leads three active President's Advisory Committees (councils) that also serve to ensure the College's stability, collaboration, and balance of authority. Of these Advisory Councils, the College council enjoys robust representation and participation from all constituent groups, including the president's Executive Team, the College Council, and the Administrative Council.

The president works closely with the chairs of committees that, through his authority, are charged with key activities ensuring college stability:

- College Technology Committee
- Student Success Committee
- Safety and Facilities Committee
- Institutional Effectiveness Committee
- College Budget Committee

FACULTY AND STAFF

The president supports faculty and staff in several ways. While the hiring of full-time faculty is a highly collaborative, department-centered process that recommends finalists to the appropriate vice president, the president interviews the finalists and makes final recommendations to the Board for all contract faculty hiring. [4B.2.6]. He demonstrates consistent support for the professional development of all employee groups at the College and has been instrumental in bringing in nationally recognized leaders in higher education to broaden perspectives and generate dialogue among College employees. [4B.2.7] In this respect, the president has augmented the budget for professional development and growth for the last three years, as the budget has improved. This has led to an increased number of faculty and staff attending conferences and workshops to maintain currency of expertise, and to develop skillsets for improving efficiency in serving the needs of our students.

The president strongly believes that faculty and staff should receive regular updates of best practices in pedagogy and student retention and persistence, and has actively worked with the Staff Development Committee to bring about a dynamic Professional Development Day (PDD) agenda every fall and spring. [4B.2.8]

Analysis and Evaluation

The College meets the standard. Policies and procedures are in place to ensure that the president takes ultimate responsibility for the quality of the institution, and the structure and planning of the President's Council, while delegating authority appropriately within an administrative structure that reflects the size, complexity, and mission of the College. Based on College functioning, Board evaluation, and the continued strength of College management during the administrative transition, the president has fully adopted his responsibilities.

The president is the CEO of the College as defined by Board policy. These policies describe the president's responsibilities as both an over-arching set of tasks and a series of specific leadership activities within the College. The president plans and oversees an administrative structure outlined in board policy. The structure has remained fairly stable over the years, reflecting that it adequately supports the size and complexity of the College.

The president participates actively in the selection of senior administration. He directs the annual evaluation process of all administrators to ensure that duties are fully and appropriately fulfilled. The president has established and leads seven active President's Advisory Committees, which also serve to ensure the College's stability, collaboration, and balance of authority.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

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 BP 1400 (Core values) and BP 3250 (Institutional Planning), the president guides institutional improvement of the teaching and learning environment. [4B.3.1; 4B.3.2]

Integrated Planning at EVC outlines the elements of the president's integrated planning process and his desire in ensuring that planning is linked to resource allocation and budgetary expenditures. [4B.3.3] During the period of severe budgetary reduction, there were little resources to support program review recommendations, and staffing replacements were put on hold. Since the budgetary situation has improved in the last two years, the president has tasked the Budget Committee to adopt an inclusive and transparent approach to resource allocation. [4B.3.4; 4B.3.5]. This development has improved morale, and generated a strong sense of satisfaction and ownership among faculty and staff.

The president ensures that the budget development process is transparent and aligned with the College's goals by charging the Budget Committee to be open and objective in its deliberations. [4B.3.6] Departments and divisions are asked to align their requests for augmentation to assessment outcomes and supporting the mission of the College. [4B.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. [4B.3.7; 4B.3.8]

The president has established procedures to assess the overall institutional planning process and implementation efforts to achieve the College mission by strongly advocating and providing resources and support for the integrated planning process on campus. Per Board Policy 3250, the president supports institutional improvement and the evaluation and Planning for the teaching and learning environment in multiple ways. [4B.3.9; 4B.3.5]

The president guides institutional progress using established measures. Key among them is the participatory governance structure that the College considers a framework for collegial discussion and decision-making on issues of policy. The president manages this process in part by responding in writing to formal recommendations, including clarification of accepted procedures and details of implementation.

The College has articulated a set of values as part of its mission statement. By supporting open, data-sensitive, and realistic planning that sets and prioritizes objectives, and trusting in cumulative knowledge for long-term planning, the president ensures that these values (including empowerment, civility, social justice, opportunity, and equity) permeate the College. [4B.3.10]

With the Educational Master Plan (EMP) as the long-term visionary plan for the College, the president has ensured that 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 (IEC) and Budget Committees' joint evaluation of resource allocations and process effectiveness. [4B.3.11] The president invested in the revision of the EMP by providing a consultant to work with and present information to the IEC. [4B.3.12] The president charged IEC in collaboration with the campus researcher to analyze the College's student data in order to identify and set institutional performance standards for student success (See Standard 1B.3).

ESTABLISHING A COLLEGIAL PROCESS

SJECCD Board Policy 2510 [4B.3.13] defines the collegial process for shared governance and the structure that supports local decision-making through consultation and participation by the various constituent groups on campus. Following this policy, the prescribed structure, goals, plans, and priorities are formulated and discussed, then provided ample time and support to develop prior to Board action. The president's office provides the organizational opportunity for the College to communicate goals and priorities to the Board of Trustees through periodic Board reports and monthly Board agenda items.

Using email, a website, "town hall meetings", and mandatory professional development days (PDD), the president and other work groups seek constant feedback and participation from the college community, as well as from key stakeholders, elected officials, and residents of the Evergreen Valley Community and beyond.

INSTITUTION-SET STANDARDS FOR STUDENT ACHIEVEMENT (ISS)

The College's Institution-Set Standards for Student Achievement provide a great example of these efforts. Academic success is at the heart of the College's Mission Statement and, with the president's leadership, the College is committed to setting an institutional standard for student success. The president charged the Institutional Effectiveness Committee (IEC), in collaboration with the campus researcher, to triangulate student data and set appropriate ISS. The standards set by the College is clearly explained in Standard 1B.3.

In support of this commitment, the College has made a number of institutional improvements to boost student success. These include improved orientations, adoption of the Early Alert Program to support at-risk students, and One-Stop Shop assessment, orientation, educational planning, and registration offered on multiple days and during evening hours. Throughout this process, the president has been a leader and firm supporter, placing a high priority on student success initiatives. (See Standard 2C Student Support Services)

EVALUATIONS USING RESEARCH AND INTEGRATED PLANNING

EVC is committed to collecting and analyzing data to inform decision-making at all levels of governance. In more recent years, as external agencies demand greater attention to research analysis, the College uses data and analysis to demonstrate its planning and areas for improvement. The president receives data summaries and recommendations from the Vice Presidents, confers with the Vice President of Academic Affairs and the rest of his Executive Team, and makes his final decisions and recommendations to the College Council for the allocation of resources.

The president's emphasis on the use of high quality research and analysis is also illustrated in the Strategic Planning process. From the start, the Strategic Planning process has been data-driven, utilizing research from both the Environmental Scan and Data Gathering work group in concert with data from Office of Institutional Research and Student Success Office at the District Office.

As the new mission, values, goals, and objectives have been established through the Strategic Planning Process, the president has been instrumental in ensuring a strong evaluative component within the entire structure. The president led efforts that led to the establishment of the mechanisms for evaluating how well the College meets the goals and objectives. This includes not only data on student achievement, but results from the assessment of SLOs at the course, program, and institutional level.

Within established processes for resource planning, one of the most important tasks facing the president and the College is to plan for improvements and expansion of College facilities, technological enhancements to classrooms, and faculty hiring. These areas of responsibility include the faculty through participatory governance (Academic Senate) and under the leadership of the Vice Presidents, the Academic Services staff, Student Services staff, and Academic Deans.

The president's leadership in establishing, evaluating, and revising procedures related to teaching and learning has been clearly demonstrated by his active role in the Strategic Planning process. He used his position to draw attention to this inclusive and often exciting movement to create a new college vision, as well as the mission, values, and goals to support that vision. Through frequent college-wide email communications, articles and speeches in the community, and reports to the Board, the president supported an inclusive approach to evaluating and the College.

The president strongly supports and provides leadership for the examination and review of the governance and administrative organization of the College in other venues as well. He requires that all matters concerning the development or review of policy or procedures undergo constituent review in the College Council and that appropriate Education Code or Title V statute research is completed prior to new or revised policy material being placed on the Board Agenda. He also works with the College Council to ensure the planning of all participatory governance committees and reporting structures.

The president meets his responsibility to guide and delegate institutional improvement by receiving input from appropriate administrative, constituent, and governance leaders and groups. He reviews all annual or periodic reports on administrative structure, faculty composition, facilities, research data, and the organization of the major instructional sites. Important reports or data regularly submitted for his review come from the Institutional Planning Committee, academic administrators, the College Council, and the Office of Institutional Planning.

INTEGRATED PLANNING AND RESOURCE ALLOCATION SUPPORTS STUDENT ACHIEVEMENT

The College's integrated planning model shows the connection between planning and resource allocation, which leads to improved student outcomes. [4B.3.3]. A recent example of how integrated planning, including resource allocation, worked to support the needs of students is the 2015 program review related resource allocation process. The president secured $180,000 for program review requests, which funded needs identified through program reviews. One particular example that shows the connection between the resources acquired through program review funds and the direct impact to student services is the DSP program. The additional funding supported additional staffing needs to serve a growing student population. [See Standard 2C.2]

EVALUATION OF INSTITUTIONAL PLANNING TO MEET ITS MISSION

In preparation for operationalizing the EMP in 2017, the president charged the IEC to analyze the institutions effectiveness in meeting its mission. The Institutional Effectiveness Committee considered all College efforts to meet the institutional mission and divided the findings in six categories.

1. Progress Made through Program Review
2. Progress on Student Learning
3. Progress on Student Success and Achievement (Institutional Set Standards)
4. Progress Made Through Student Supports (SSSP Plan)
5. Progress Made in Issues of Equity (Equity Plan)
6. Progress on Basic Skills

The IEC reviewed the action steps of the office, department, or group assigned responsibility for the specific area and captured their adjustments, plans, and efforts to better meet the mission. To ensure implementation of identified activities that will move the College toward meeting the mission and strategic initiatives, the IEC examined timelines, plans, and measures. This work is documented in the *Progress on the Mission Report*. [4B.3.8]

Analysis and Evaluation

The College meets the standard. Per Board Policy 3250, the president supports institutional improvement and the evaluation and planning for the teaching and learning environment in multiple ways. The president not only follows established policies and practices that ensures the use of research and analysis to connect achievement and resources, he does so through his Executive Team, standing committees, the strategic planning process, and other mechanisms that ensure collegiality and integrated Planning. The president guides institutional progress using established measures. The president ensures that these values (including empowerment, civility, social justice, opportunity and equity) permeate the College. With the Educational Master Plan (EMP) as the long-term visionary plan for the College, the president has ensured that 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. Board policy mandates the collegial process for shared governance and the structure that supports the development of values, goals and priorities. EVC is committed to collecting and analyzing data to inform decision-making at all levels of governance. The president's emphasis on the use of high quality research and analysis is also illustrated in the Strategic Planning process. The president's leadership in establishing, evaluating, and revising procedures related to teaching and learning has been clearly demonstrated by his active role in the Strategic Planning process. The president meets his responsibility to guide and delegate institutional improvement by receiving input from appropriate administrative, constituent, and governance leaders and groups. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 4B.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

The president assigned the College's accreditation liaison officer (ALO) to take charge of the campus-wide accreditation effort. The president has supported this effort through allocation of staffing and resources. When resources appeared to be less than adequate, the president provided augmentation to the accreditation budget, so that additional expertise could be engaged to advise the College in its preparation. [4B.4.1] The president also sent the ALO and members of the Accreditation Steering Committee to workshops presented by the Accrediting Commission for Community and Junior Colleges (ACCJC). [4B.4.2]

The president serves as a knowledgeable advisor leading the College through the accreditation process. As an integral member of the College Accreditation Steering Committee meeting, the president facilitates thoughtful dialogue and activities that foster reflective institutional self-evaluation. Through his leadership, the president ensures that adequate resources are provided to support the accreditation self-evaluation effort. He supervises the Accreditation Liaison Officer (ALO); the ALO directs the activities and work necessary to make sure that the institution stays on track to meet compliance. The ALO ensures that various accreditation-required reports are completed in a timely manner, including the *ACCJC Annual Report* [4B.4.3] and *Substantive Change Proposal* [4B.4.4]. The president participated in the selection of the faculty accreditation chair, who has had extensive training about SLO assessment and accreditation policy. The president, ALO, and faculty accreditation chair meet on a regular basis to ensure that Evergreen is on track with its accreditation efforts, and the president is committed to a transparent process with participation from all constituent groups.

Working with management, faculty, and staff, the president ensures that the College meets accreditation standards. The president leads the campus and supports participation in accreditation training, workshops and College site visits. The president draws upon his experience of having served as the ALO in his previous capacity as the Vice President of Instruction at his former institution. The president has led the College through institutional improvement, and EVC was removed from Warning and Probation by ACCJC. [4B.4.5] The president himself has served on multiple site visit teams, and has recently chaired two comprehensive visiting teams. The Dean of Language Arts served on a site visit team in 2015 and has also served as the president's Team Assistant on a site visit team. The president and ALO attend the ACCJC Accreditation Standards Symposium yearly in the spring. The faculty accreditation chair attended the ACCJC Accreditation Standards Symposium in spring 2015.

The Accreditation Steering Committee includes administrative and faculty campus leadership, including vice presidents as well as senate and classified representation. The Accreditation Steering Committee takes a leadership role in making Evergreen aware of accreditation and in engaging the campus in discussion about accreditation. The committee reports about the College's progress and what the College is learning, while celebrating successes and identifying opportunities for quality improvement. These efforts include periodic updates by the faculty accreditation chair to the Academic Senate [4B.4.6] and accreditation sessions during Professional Development Days (PDD). [4B.4.7] Welcoming faculty back to campus the week before classes start, a campus town hall led by the president provided the opportunity for campus feedback on accreditation documents prior to final drafts being submitted [4B.4.8].

Analysis and Evaluation

The College meets this standard. The president serves as a knowledgeable advisor leading the College through the accreditation process, and provides support and encouragement to the Accreditation Steering Committee and the Institutional Effectiveness Committee in their on-going effort. As an integral member of the College Accreditation

Steering Committee meeting, the president facilitates thoughtful dialogue and activities that foster reflective institutional self-evaluation. The president is the lead in the process of accreditation, and the institution benefits from his knowledge and experience having previously served as an ALO, having served on visiting teams, and chairing comprehensive team visits. Accreditation at Evergreen is a shared responsibility and is regarded as a year-round activity. The regular, on-going responsibility of various committees for relevant accreditation standards has been identified and communicated to the committees using a matrix of responsibilities. Working with management, faculty, and staff, the president ensures that the College meets accreditation standards. The president leads the campus and supports participation in accreditation training, workshops and college site visits. The Accreditation Steering Committee includes administrative and faculty campus leadership, including vice presidents as well as senate and classified representation. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 4B.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

The president administers the policies adopted by the SJECCD and executes all decisions of the Board without requiring administrative action. The president remains informed of EVC's standing as it relates to mandated statutes such as the Americans with Disabilities Act (ADA), Clery Act, Violence Against Women Act (VAWA), and Title IX. The president communicates this information to the campus community through the College website, campus forums on sexual assault awareness and prevention, and professional experts brought in to present at PDD. [4B.5.1; 4B.5.2; 4B.5.3a.; 4B.5.3.b; 4B.5.4]

Per Board Policy 2410, 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. The president ensures implementation of statutes, regulations, and District policies by reviewing items presented to the Board of Trusties for action and by directing administrative staff to follow rules and regulations. [4B.5.5] 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.

BP 6100 requires the president to establish processes to ensure the College's fiscal management is in accordance with the principles outlined in Title 5. [4B.5.6]

The fiscal management of the College is delegated to the Vice President of Administrative Services and his team, which includes budget managers and accounting staff. The Vice President Administrative Services and his team receive direct support from the Vice Chancellor of Administrative Services and his team at the District Office.

The president's role in relation to the College budget is defined in policies, procedures, and his job description, which states: "Consistent with educational excellence the president shall provide sound financial management of the College and directs the development of the College budget for submission to the Board."

The president has a strong record of adhering to these prescribed responsibilities. The president regularly reviews the budget with the Vice President of Business Services and performs a detailed analysis of revenues and expenditures for the College. He actively participates in the budget development process by meeting with the College Budget Committee and through oral communication with his executive team, district administrators and other college leaders.

Recent efforts to regain lost enrollments include:

- Online marketing through social media and other online media outlets.
- Building specific programs at attract students, such as our new CTE offerings and the Spanish Legal Interpretation Program
- Qualifying for grants, such as our new grants awarded to our CTE and Nursing Programs
- Offering an additional cohort of the Certified Nursing Assistant program
- Offering a new certificate program, Patient Navigator
- Obtaining agreement to offer sections on-campus at San Jose State University
- Offering course sections at the Latino College Preparatory Academy
- Offering course sections at Milpitas High School
- Increasing number of online and hybrid sections to improve accessibility to course offerings

All EVC Presidents have maintained their accountability to the Board and the college community by providing regular financial reports at Board 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 Board and any other constituents, such as the Academic Senate or the Deans' Meetings, with detailed information on College finances from the local, state, and federal perspectives, along with the potential impacts on students and/or employees. [4B.5.7]

Analysis and Evaluation

The College meets the standard. Per Board Policy 2410, policies and procedures undergo review and are updated by the Board of Trustees, 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. The president reviews all Board agenda material and ensures that all proposed and revised policies and procedures added to the agenda have undergone constituent review, relevant research, and appropriate statute references. The president's role in relation to the College budget is defined in policies, procedures, and his job description. The president has continued to demonstrate sound leadership in fiscal matters. In the face of ongoing financial challenges due to external circumstances, the president has ensured that the budgetary actions taken by the College have promoted stability and set the stage for well-managed and budgeted future growth. All EVC Presidents have maintained their accountability to the Board and the College community by providing regular financial reports at Board meetings and to employees and the public via email messages and open-forum settings. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 4B.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.

EVC has a long and prominent history in the Evergreen and East Side Union High School service area, and the president has always 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. As part of his efforts to connect with the constituents in the community, the president speaks at graduation and other events at elementary and middle schools in neighboring districts.

Through the community section of the EVC website, the president created a space for community members to "join the conversation". The site also includes *frequently asked questions* (FAQs) and a community feedback form. [4B.6.1; 4B.6.2; 4B.6.3] In addition to the website, the president has ongoing efforts to share campus information with the service community. Examples of ongoing and recent communications include:

- The annual President's Report, included in the SJECCD Annual Report, includes campus highlights for the community. The report includes activities of the College that inform staff members about the state of the College; the president also speaks about future activities and recognizes significant contributions of key individuals to the College [4B.6.4].
- Involvement in local organizations such as the Asian Pacific American Leadership Institute (APALI), Asian Americans for Community Involvement (AACI), Rotary International, La Raza Roundtable, Latino Leadership Academy, District 8 Roundtable, Salvation Army of San Jose and the former National Hispanic University.
- Dialogue with personnel of local high schools and community centers, including meetings with counselors and principals from area high schools, and officials from the East Side Union High School District.
- Campus open forums, which are also open to the public, to inform the community about the College's Planning processes, safety and topics of community interest [4B.6.5; 4B.6.6; 4B.6.7].

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 three bonds in 1998, 2004 and 2010. The president has invited input from the community prior to the installation of the $10.8 million Solar Array, and responded to community requests for use of college facilities. The president has made it important to actively engage the community by inviting residents to attend the monthly Astronomy Night, and other campus events such the 40th Anniversary celebration, and An Evening of Conversation with the President and Chancellor.

Analysis and Evaluation

The College meets the standard. The president has an excellent working relationship with the media and communicates effectively with the community. The president has been involved in maintaining the College's strong reputation. EVC has a long and prominent history in the Evergreen and East Side Union High School service area, and the president has always been a key figure in the very positive relationship with the many constituents of the community. At the president's direction, EVC invited the community to the recent celebration of its 40th

Anniversary community forums on College and District updates. The president's section of the EVC webpage represents the current president's leadership and his work at the College and in the community. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

CHANGES AND PLANS ARISING FROM THE SELF-EVALUATION PROCESS

There are none noted in Standard 4B.

EVIDENCE LIST

4B.1.1 Board Policy 2431
4B.1.2 BoarDocs BoT meeting of May 24, 2011
4B.1.3 BP 2430
4B.1.4 BP 7110
4B.1.5 BP 6100
4B.1.6 BP 2510
4B.1.7 Strategic Initiatives
4B.1.8 EVC ISS
4B.1.9 EMP
4B.1.10 Integrated Plan Model
4B.1.11 Campus Forum flyer
4B.1.12 CC agenda
4B.1.13 BP 7100
4B.1.14 BP7120
4B.1.15 FON
4B.1.16 50% law
4B.1.17 75/25 ratio
4B.1.18 Academic Senate minutes referenced in 3A.1 from fall 2015- TBD
4B.1.19 Dean's meeting agendas referenced in 3A.1 fall 2015
4B.1.20 Faculty Hire flow chart
4B.1. 21 2015 EVC fact book
4B.1.22 Equity Plan
4B.1.23 fall 2015 PR RA
4B.1.24 additional fund allocation to staff development efforts
4B.1.25 College Council minutes showing Integrated plan model approval
4B.1.26 Exec team agendas
4B.1.27 data related presentation
4B.1.28 Evaluation of Planning Processes
4B.1.29 SLOAC charge, ISS- 1A [4B.1.8]
4B.1.30 Grants at a Glance: IA.1 and IIID.1
4B.1.31 President calendar: month snapshot
4B.1.32 Re-Design
4B.2.1 BP2430
4B.2.2 BP7110
4B.2.3 BP6100
4B.2.4 BP 2510
4B.2.5 HR Administrative hiring process
4B.2.6 process for hiring faculty
4B.2.7 2015 increase in staff development dollars
4B.2.8 PDD Agendas

4B.3.1 BP 1400
4B.3.2 BP 3250
4B.3.3 Integrated Planning Model
4B.3.4 EVC Budget planning process
4B.3.5 2015 PR Resource allocation funding
4B.3.6 budget committee charge
4B.3.7 CC minutes approving ISS- fall 2015
4B.3.8 Progress on the mission
4B.3.9 Evaluation of planning
4B.3.10 College mission
4B.3.11 EMP future plans section
4B.3.12 IEC minutes fall 2015
4B.3.13 BP2510
4B.4.1 accreditation budget
4B.4.2 Conference attendance reimbursement-TBD
4B.4.3 ACCJC Annual Report
4B.4.4 Substantive Change Requests (EVC accreditation page)
4B.4.5 ACCJC letter-reaffirmation
4B.4.6 Senate minutes
4B.4.7 PDD ppt
4B.4.8 Accreditation feedback form
4B.5.1 Flyer on student safety
4B.5.2 2015 Security report
4B.5.3a Clery Act 1
4B.5.3b Clery Act 2
4B.5.4 PDD Agenda
4B.5.5 BP2410
4B.5.6 BP6100
4B.5.7 Campus Forum
4B.6.1 EVC community webpage
4B.6.2 Community feedback form
4B.6.3 Community FAQs
4B.6.4 EVC Annual Report
4B.6.5 Community Forum EMP 11/14/15
4B.6.6 Campus Forum- special series- student safety
4B.6.7 Community forum- 7/11/16

4C. GOVERNING BOARD

STANDARD 4C.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 Board of Trustees (BOT) serves as the governing board of the District. Board Policy 2200 establishes the BOT's authority, stating that "The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902." Through its numerous policies and procedures, the Board has authority over and responsibility for assuring the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. [4C.1.1]

The Board Policies (BP) and Administrative Procedures (AP) and related Ends Policies and Governance Principles, describe and demonstrate the governing board's role in upholding the academic quality, integrity, and effectiveness of learning programs and services and financial stability of the institution, as well as setting policies regarding the chief administrator. The Board Policies and Administrative Procedures are organized into seven chapters: 1) District; 2) Board of Trustees; 3) General Institution; 4) Academic Affairs; 5) Student Services; 6) Business & Fiscal Affairs; and 7) Human Resources. All Board Policies and Administrative Procedures as well as the Ends Polices and Governance Principles are located on the Board of Trustees web page. This ensures that all students, employees, and the public have access to these important documents. [4C.1.2]

SJECCD's newly updated BP 2410 and AP 2410, both titled "Board Policies and Administrative Procedures," delineate the Board's responsibility for enacting and conducting regular review of Board policies. Board Policy 2410 states that "The Board of Trustees shall regularly assess its policies for effectiveness in fulfilling the District's mission." Administrative Procedure 2410 describes the procedure and timeline for the regular review. [4C.1.3]

Once Board Policies are approved by the Board and Procedures are approved by the Chancellor, all District and College employees are alerted of updated policies and procedures by email. The Policies and Procedures are uploaded to BoardDocs, which is linked to from the District website. It is critical to communicate the approval of updated and new policies and procedures in order to ensure that each college catalog is up to date and so that the constituent groups have access to policies and procedures for decision making.

The Board of Trustees demonstrates its commitment to institutional effectiveness and quality of programs and services through its Board Policies, Administrative Procedures, and Ends Policies and Governance Principles. Individual policies and procedures address the four priority areas for accreditation: Mission, Academic Quality and Institutional Effectiveness, and Integrity; Student Learning Programs and Support Services; Resources; and Leadership and Governance. The Board has also instituted Ends Policies and Governance Principles which articulate key areas such as: Mission, Vision and Values; Strategic Priorities; Career Development; College Readiness; Transferability; Student Success; and College Experience. [4C.1.4]

Analysis and Evaluation

The College meets the standard. The continuity and integrity of elected Trustees and of the chancellor and presidents has been a source of pride for the Colleges, representing the clear policies, regular and thorough communication, and the leadership of all parties.

In less than one year, the District underwent an extensive and comprehensive review of all Board policies and administrative procedures. Dr. Jane Wright, a policies and procedures expert with the Community College League of California (CCLC), was hired in 2015. Dr. Wright worked with our Executive Director of Legislative & External Affairs to design a process that would review and assess existing policies and procedures and create templates for teams to utilize in the implementation of all policies and procedures.

Consistent with the Board-approved process [4C.1.5] available on the Trustees' policy webpage [4C.1.6], policies move through a systematic process which includes two or more reviews presented at monthly District Council meetings as well as constituent group review in between. The preliminary draft for each chapter or individual policy/procedure is sent to the District Council via email for discussion and feedback. Constituent leaders share the policies/procedures with their respective groups and bring feedback to the next monthly District Council meeting. Feedback is then considered and integrated, where appropriate, and presented as a final draft to District Council at the following meeting. District Council membership consists of the Chancellor, College Presidents, Vice Chancellors, Directors, and constituent leaders and representatives from the College Academic Senates, San Jose-Evergreen American Federation of Teachers (AFT), Managers, Supervisors and Confidential Employees (MSCC), and California School Employees Association (CSEA).

The plan for future review of all Board policies and procedures is articulated within Administrative Procedure 2410, which will be approved by the District in August 2016 along with all other procedures that are being updated. [4C.1.7]

Upon review of the process for updating the Colleges on Board policy and procedure changes, it was determined that the District should communicate more effectively with the Colleges to ensure that the Colleges are notified of updated policies and procedures, so that they can be accurately reflected in campus publications, including the catalog. As outlined in the Changes and Plans Arising Out of the Self-Evaluation Process, the District lead for each policy will alert any affected campus process owners that the policy has been updated to ensure that the impacted department, program, or area is informed and will take appropriate action. For example, the Vice President of Student Affairs/Student Services at each campus is the identified college catalog process owner. Once a policy or procedure has been approved that necessitates an update to the college catalog, the management leader for the respective chapter will inform the Vice President of Student Affairs/Student Services, who will in turn ensure that the next college catalog is updated and the online catalog contains the appropriate language.

Analysis of the functional map indicates that the division of responsibilities is effective for this standard.

STANDARD 4C.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

The Board's Ends Policies and Governance Principles [4C.2.1] and the Board Code of Conduct [4C.2.2] state that "Trustees recognize that authority rests with the Board majority in legal sessions and not with individual Trustees." Both the Board and Trustee Codes of Conduct [4C.2.3] state that the "Board is made up of individuals with differing values and beliefs: debate is expected and natural. 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." "Board is made up of individuals with differing values and beliefs: debate is expected and natural. 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) 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. [4C.2.5]

The Board Ends Policies and Governing Principles [4C.2.6] details the manner in which the Board expects itself to act in relation to decision-making. According to their approved and published Governance Principles, the Board shall govern according to:

- outward vision rather than an internal preoccupation;
- encouragement of diversity in viewpoints;
- strategic leadership more than administrative detail;
- clear distinction of Board and Chancellor roles;
- collective rather than individual decisions;
- future rather than past or present, and
- proactivity rather than reactivity

Analysis and Evaluation

The College meets the standard. During the 2010 site visit, SJECCD was cited for individual Board micromanaging of District operations. In essence, individual Board members did not always adhere to their collective role as distinguished from the role of the Chancellor. As a result of the citation, the Board embarked on an intensive and introspective review of its governance process. In 2013, the Board dedicated time to engage in the understanding of policy governance as a transformative strategy to achieve change. This transformation took place over the tenure of three Board presidents (Presidents Cruz, Ho, and Lease). Over the 2014 year, the Board developed what are now their Ends Policies and Governance Principles. These Ends Policies and Governance Principles, which were implemented in 2015, emerged as a direct result of this intensive work and clearly defines the role of the Board. Specifically, as part of the Governance Process, Principle Title: Governing Style, the Board has distinguished

between the role of the Board and that of the Chancellor, and emphasized the need for the Board to speak in one voice.

Analysis of the functional map indicates that the division of responsibilities is effective for this standard.

STANDARD 4C.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

In concordance with Board Policy 2431, the Board has a documented process for conducting the search and selection of the Chancellor, who is the chief administrator at the District. The process includes the establishment of criteria for a chancellor profile, which is based in part on feedback from the internal and external community; a timeline for the selection process; the appointment of a Board committee; the appointment of a hiring committee, which includes representatives from the external community and each internal constituency group; Board training; and a transparent process for Board action on the hiring of the Chancellor. The documents for these processes are housed in Human Resources and were used in the most recent Chancellor search, which was completed in November 2015. [4C.3.1; 4C.3.2; 4C.3.3]

The mechanism the Board uses to evaluate the Chancellor's performance is based metrics defined by the End Policies. This reflects a shift in focus since the May 2014 adoption by the Board of the Ends Policies and accompanying metrics and monitoring methods. The Chancellor is evaluated twice per year in a model compliant with Board Policy 2435: Evaluation of Chancellor. Each quarter, the Board reviews a monitoring report that summarizes the progress of the District and the Chancellor in meeting the goals of its Ends Policies. These reports are used as a part of the Chancellor's evaluation. In addition, the Chancellor is expected to develop goals for the year that are in line with the Board's Ends Policies as well as the District's Strategic Plan. [4C3.4; 4C3.5]

The evaluation of the College President is covered in Board Policy 2436: Evaluation of the President. The Chancellor and College President evaluations are mandated by Board Policies and Procedures. Each member of the Chancellor's Cabinet, which includes the Vice Chancellors and the College Presidents, are evaluated based upon activities related to Board Ends Policies and tied to Strategic Priorities. Evaluations continue down throughout the leadership of the District, including president's leadership team. Each of these evaluations, documented in executive work plans, flow up into the Chancellor's work plan. In this way, the Board is able to evaluate the CEO while giving the District and College a template to assess how the College President and other college leaders address Board policies and priorities. [4C.3.6]

Analysis and Evaluation

The College meets the standard. Board Policies exist regarding the selection and evaluation of the Chancellor and President. As per Board Policies 2431, 2435, and 2436, the process is well defined. To ensure compliance, the Board has taken the time to review and revise both the selection and evaluation processes for the Chancellor. Up

until 2015, when the sitting Chancellor gave notice that she would retire, there had not been a documented method for selecting a new chancellor. At that time the Board appointed an ad-hoc committee for the purpose of the Chancellor Search. This committee worked with Human Resources to design a method that, in conjunction with internal constituency groups and representatives from the public, would effectively guide the hiring of a new Chancellor. In early 2015, the Board approved the composition of a hiring committee, a job announcement, and a timeline for an effective national search. The Board plans to evaluate the processes from this most recent Chancellor's search, completed in November 2015. [4C.3.6]

Previous to 2010, the process for evaluating the Chancellor was very labor intensive. With the development of the Board's new adopted model of governance, the Board realized that there was a disconnect between what they said they would hold the Chancellor accountable for and the criteria used to evaluate the Chancellor. In addition, the evaluation process did not support the principles set out in Board Policy 2430: Delegation of Authority to the Chancellor. The new Ends Policies begin with Guiding Principles which reiterate the delegation of authority to the Chancellor. The previous evaluation process was heavily based upon monitoring operations rather than monitoring outcomes (or Ends). To revise this process, in 2014-2015 the Board incorporated the monitoring of the Ends Policies into the Chancellor's evaluation. Since the inception of this new evaluation process, the previous chancellor retired in June 2015 with an interim chancellor for the balance of 2015 and the new chancellor starting in January 2016. Therefore, the first cycle of evaluation in this new method will begin with the new Chancellor's first evaluation. [4C.3.7]

Analysis of the functional map indicates that the division of responsibilities is effective for this standard.

STANDARD 4C.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 stability of the San Jose-Evergreen College District Board of Trustee members provides a longitudinal view of a body that is fully supportive of the missions of each and intrinsically aware of the community it serves.

As described in the Board Membership Policy [4C.4.1], the seven-member Board of Trustees represents the 7 geographic areas of the college district. The Board also includes a Student Trustee, elected by the student body, who serves a one-year term on the Board and votes on College business (except for closed-session issues) in an advisory capacity described in Board Policy 2015 [4C.4.2]. Broad representation, independence, and reflection of public interest are ensured by policies on public interest [4C.4.3], prohibitions regarding college employment and memberships on other boards [4C.4.4], and election terms [4C.4.5]. Adherence to this policy prevents Board members from having employment or familial financial interests in the decisions they make on behalf of the District. This is codified in the Conflict of Interest policy [4C.4.6], which applies to Board members and all employees.

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 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 two opportunities for public comment: one for comment on items from the closed session and the other on items not covered as agenda items in the open session. [4C.4.7]. Additionally, the SJECCD district website contains a third-party feedback form.

The SJECCD Board Policy Manual, published and updated on the SJECCD District website [4C.4.8] provides clear and accessible documentation of current Board policies and the administrative procedures for applying them. With each new or revised draft of policy material, the Board solicits appropriate constituent review, as provided in Board Policy 2510. [4C.4.8]

The Board has remained a stable advocate for the Colleges. 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 College meets the standard. The Board has remained a stable advocate for the Colleges and the community. A recent contentious issue in the Evergreen community involved 27 acres of surplus property. The community objected to the proposed plan for all 27 acres of land. The Board took their collective concerns seriously and decided that "in order to balance [their] commitment to the community as well as [their] students, [they] now plan to develop less than half of the 27 acres originally proposed." This is a prime example of how the Board listens to the community while still maintaining institutional priorities. [4C.4.9]

Analysis of the functional map indicates that the division of responsibilities is effective for this standard.

STANDARD 4C.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

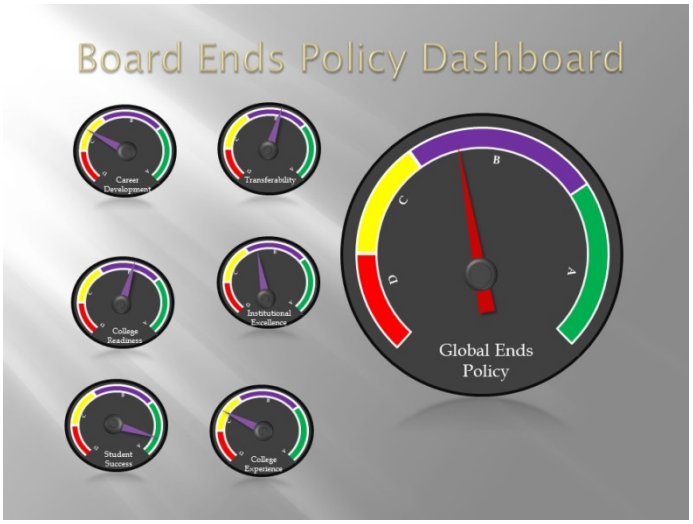
The Board sets policies that ensure the quality, integrity, and improvement of student learning programs and services. Based in the District's mission, vision, and values, the Ends Policies lay out the Board's expectation that the District focus on educational quality and student learning and that resources are assigned to ensure that programs exist to support student success. The over-arching principle lies in the Global Ends Statement, which reads: "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."

As described in Standard 1A.1, the Board re-affirmed a collaboratively developed mission statement on March 8, 2016. This statement is on the District website and listed as Board Policy 1200 within the Policy Manual. The Board recently reviewed and approved statements of its vision, values, and Strategic Plan goals and objectives to guide the Colleges in fully meeting its mission. [4C.5.1; 4C.5.2]

The Board is aware of the College's institution-set standards and continuously reviews data related to student achievement and student success. Each year the Office of Institutional Effectiveness and Student Success presents disaggregated data related to the California Community College State Chancellor's Office Student Success Scorecard. These metrics monitor aspects of the student success pathway including successful course completion, basic skills completion, retention, degree completion and transfer, and career technical outcomes. Many of these metrics and many others are also included in the Institutional Effectiveness Partnership Initiative (IEPI) required goals and targets. The IEPI metrics are presented to the Board each fall as required by the State Chancellor's Office. For the sake of consistency, the District has chosen to align the goals and targets from the IEPI to the Institutional Set Standards required by the ACCJC. As a result, the Board is very familiar with the institution-set standards and uses these goals and targets in their monitoring of its Ends Policies. [4C.5.3, 4C.5.4]

Analysis and Evaluation

The College meets the standard. In accordance with Board policies, the Board has ultimate responsibility for the educational quality, financial integrity, and legal matters of the institution. Trustees are responsible for overseeing and maintaining the financial health and integrity of the institution and confirming that institutional practices are consistent with the Board approved institutional mission statement, strategic plan, and other policies. The Board of Trustees is directly engaged in all components of educational quality, supporting faculty, staff, administration, and students through discussion and approval of recommended courses and programs. The Board follows established policies for dealing with legal matters, and their active interest in and decisions regarding College finances reflect their fiduciary responsibility and integrity.



The Board hears quarterly reports on the status of District-wide indicators of student success and institutional effectiveness. These reports are in the form of a quarterly DashBoard related to the Board Ends Policies, Monitoring Reports, and reports on Student Equity, Student Success and Support Plans, and the Student Success Scorecard. These reports are reflected in the Board calendar and are a part of the ongoing commitment of the Board to remain aware of the District and Colleges' standing on institution-set standards of student achievement and educational quality. The Board uses this information to inform policy decisions including resource allocation and capacity building.

Resource allocation has been continually evaluated by the Board and over time has been revised at the District level to better meet the needs of the Colleges in supporting effective student programs and services. Since 2015, the Board has provided guidance to the Chancellor by establishing specific Budgeting Principles each year to ensure that the allocation of resources is in line with the support of student success. The needs of the Colleges are prioritized within the model and the Vice Chancellor of Administration and Finance regularly provides an in-depth report to the Board at the open meetings. Adopted February 23, 2016, the Board's Budget Principles include the following: [4C.5.5, 4C.5.6]

1. Trustees to provide the Chancellor & staff with policy framework for managing an "appropriate" fund balance & structural balance.
2. Validate a "student centered" approach to ensure student success and equity.
3. Compliance with accreditation standards.
4. Distinguish between on-going vs. one-time savings & needs.
5. Manage all resource allocations or funding reductions systematically to maximize student equity and success.
6. Seek efficiencies and revenue opportunities.
7. Establish and maintain an employee salary and compensation structure that is competitive among the Bay 10 Community College Districts.
8. Maintain a minimum 7% Unrestricted General Fund reserve.
9. District Stabilization Fund
    a. Board authority required to access.
    b. Access during economic downturn.
    c. Replenish in healthy fiscal times.
    d. At Fiscal Year End, transfer up to $500K of one-time money, when General Fund balance finishes above 10%.
10. Establish and maintain a balanced funding model.
    a. Compensation
    b. Board Initiatives (staffing)
    c. Global Ends Policy Initiatives
11. Property Tax projections will be based on 3.5% growth and will be adjusted each period based on County Tax Collector updates.
12. Adopted Budgets and Quarterly Reports will include long-term revenue and expenditure forecasts, enrollment experience and financial risk analysis.
13. Use data to inform decision making
14. See student opportunity and access revenue (land-lease proceeds) redirecting current land-lease dollars and future land lease dollars.
15. Financially plan and budget for total cost of ownership, including building-related expenses and program-related expenses.
16. Develop new District Budget Allocation Model.

The Board receives information about student achievement and institutional effectiveness on a regular basis. The Office of Institutional Effectiveness and Student Success prepares reports based on analysis of relevant data, which are presented in conjunction with the planned Board Calendar. Reports include the Student Success Scorecard Presentation in early September; Board Ends Policy Monitoring Report on Career Readiness; Board Ends Policy Monitoring Report on Transferability and Student Success; Board Ends Policy Monitoring Report on Institutional Effectiveness; Board Ends Policy Monitoring Report on College Environment; and Board Ends Policy Dashboard quarterly report. These reports serve as the foundation of Board discussions about student achievement and institutional effectiveness and how these link to resource allocation. All reports are made public via the SJECCD website. [4C.5.7]

Analysis of the functional map indicates that the division of responsibilities is effective for this standard.

STANDARD 4C.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

Chapter 2 of the Board Policies Manual [4C.6.1] functions as the Board by-laws, which were revised and approved in March 2016. The Board formed a committee of three Board members to review current policies, consider updated policies, and finalize the Chapter for full Board approval.

The Board of Trustees is the legal entity responsible for establishing all District policies and procedures and maintains a strong tradition of participatory governance in matters of policy development. The publication and accessibility of Board bylaws is the responsibility of the president, as stated in Board Policy 2010 [4C.6.2]: "The president shall establish and maintain an orderly procedure for preserving and making accessible the District Bylaws and Policies, and Administrative Procedures found in the Board-approved District Policy Manual. These documents shall be accessible, updated periodically, and made available to the public." In keeping with this policy, the bylaws of the Board of Trustees are published in the District Policy Manual, available online on the SJECCD Board of Trustees website.

Analysis and Evaluation

The College Meets the Standard. Chapter 2 of the SJECCD Board Policy manual outlines Board bylaws, operating procedures, including board size, duties and responsibilities. Through the SJECCD Board of Trustees website, all Board policies are published and readily accessible.

Analysis of the functional map indicates that the division of responsibilities is effective for this standard.

STANDARD 4C.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 bylaws, referring to them for all decisions. Its policies and practices, like all of those within the District, undergo a regular cycle of review and revision, per Board Policy 2410 and Administrative Policy 2410 [4C.7.1; 4C.7.2]

While adhering to existing policies, the governing Board also understands the need to regularly evaluate its policies and procedures and revise them as necessary. In accordance with AB1725 and Title 5, the revision and adoption of policies is based on participatory governance. Board Policy 2510 and Administrative Procedure 2510, "Developing Board Policies and Administrative Procedures," define the Board's relationship with the governance committee system. [4C.7.3; 4C.7.4] The Board looks to the District Council as a resource and clearinghouse when establishing and reviewing policy and administrative procedures. While the District Council is representative of all core constituents—faculty, administrators, classified staff, and students—the Board primarily relies on the Academic Senate representatives for the 10+1 topics covered in AB1725 (See Standard 4A.3).

The Board requires that policies and procedures be brought to the Board for final review and adoption, as well as periodic evaluation. The Board sees all new policy material for a first and second reading during regular public meetings to ensure input from faculty, students, classified staff, and administrators prior to final review or adoption by the Board. The regular evaluation of existing policies is institutionalized through Policy and Procedure 2410**.** As per Board Policy 2510 and 2511, [4C.7.5; 4C.7.6] the Board is informed of recommendations made by constituents and generally votes in support of them. BP 2410 prescribes that administrative procedures are to be issued by the Chancellor as a method of implementing Board approved policies.

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.

Analysis and Evaluation

The College meets the standard. The Board uses a well-established, detailed, and current Policy Manual to govern its actions and decision-making. Policies and procedures for the regular evaluation and revision of policies exist and routinely applied by all administrative offices. Minutes of College Councils, District Councils, constituent groups, and Board meetings, as well as the record of revision dates listed with each policy, demonstrate a thorough and consistent evaluation and revision process for all policies.

During the 2010 Accreditation review process, the District was cited for not reviewing Board Policies. Therefore, the District agreed to review 20% of its Board Policies each year. However, this percentage did not cover enough policies that required updated legal compliance and a process to review all Board Policies and Procedures was initiated, as described throughout Standard 4C. In order to maintain compliance, the management of policies and procedures will be added to the job description of the Executive Director for Government and Community Affairs.

Analysis of the functional map indicates that the division of responsibilities is effective for this standard.

STANDARD 4C.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

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 Calendar. Reports include the Student Success Scorecard Presentation in early September; Board Ends Policy Monitoring Report on Career Readiness; Board Ends Policy Monitoring Report on Transferability and Student Success; Board Ends Policy Monitoring Report on Institutional Effectiveness; Board Ends Policy Monitoring Report on College Environment; and Board Ends Policy Dashboard quarterly report. [4.C.5.7] These reports serve as the foundation of Board discussions about student achievement and institutional effectiveness and how these link to resource allocation. All reports are made public via the SJECCD website.

On June 9, 2015, the Board approved additional targets and goals relative to the Institutional Effectiveness Partnership Initiative of the California Community Colleges Chancellor's Office. These targets have become key in establishing a metric by which the Board reviews and compares the College's progress on key student success indicators.

As a follow-up to the data reviewed by IESS, the campuses regularly report to the Board on the programs and services. This includes the review of disaggregated student data.

Analysis and Evaluation

The college meets the standard. As a part of the Board of Trustees' renewed governance process, they review and monitor reports related to the District and Colleges' performance on indicators of student success on a quarterly basis. In 2015, the Board included these monitoring reports among the information it reviews in its yearly self-evaluation.

Analysis of the functional map indicates that the division of responsibilities is effective for this standard.

STANDARD 4C.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

Chapter two of the District Board Policies establishes policies for orienting new members, supporting their development, maintaining continuity, and staggering terms of office. [4C.9.1] Board Policy 2210 [4C.9.2] states that the Board President shall develop and conduct an orientation for each new Trustee, including the student Trustee, within two months of election to the Board. The training includes specific preparatory documents that are provided to new Trustees, including the College Catalog and Schedule of Classes, organizational charts, recent accreditation reports, the current approved budget, the Bylaws, and the Brown Act.

The development of a Board member's knowledge and experience continues throughout each Trustee's term in office. All Trustees are required to participate in an annual retreat at the start of each calendar year, an occasion that begins the mentoring process for new Board members. The Board shares membership in several statewide organizations, including the CCLC and the Accrediting Commission for Community and Junior Colleges (ACCJC). The Board's annual self-evaluation process reflects the expectation of growth and development with criteria such as "Board members are knowledgeable about community college and state related issues." Board meetings include some educational or informational time. The Board demonstrates a good understanding of collegial consultation and related processes.

Mechanisms to ensure continuity of Board membership and staggered terms of office are described in Policy 2100. To provide appropriate representation of the public interest, District Policy 2100 divides the composition of the seven publicly elected members into areas representing the various geographic areas of the District. [4C.4.5]

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 Board Policy 2015. [4C.4.2]

Analysis and Evaluation

The College meets the standard. The calendar and outline for the orientation and continuity of Board development is clearly stated in policies and is supported by the Chancellor, College President and his administrative staff. This provides new members with a consistent program for training and familiarizing themselves with the protocols and practices of the current membership. Annual Board retreats, informative presentations at Board meetings, and opportunities for statewide involvement and training allow for ongoing development of all Board members in areas of state legislation, accreditation and college programs. The continuity of the Board has remained due to stable and well- qualified membership and staggered elections.

At the Board Retreat on May 17, 2016, the Board discussed the need to improve Trustee orientation and development. This discussion arose as a result of the Board Self-evaluation, [4C.9.3] in which Trustees indicated that among areas for improvement were Trustee orientation and development. The Board is working on a program to address these areas.

Analysis of the functional map indicates that the division of responsibilities is effective for this standard.

STANDARD 4C.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

The Board of Trustees conducts an annual self-evaluation as part of Board Policy 2745, which is published online in the Policy Manual to maintain currency and accessibility. [4C.10.1] The purpose of the self-evaluation is to review the function, strengths, and weaknesses of the Board and to identify specific functions working well and those needing improvement. A summary of the evaluation is prepared by the Board President or a Board sub-committee, as determined by the Board. Following the annual Board retreat, the Board reports, during public session, that the self-evaluation of the Board and the evaluation of the Board Presidents have been performed and, given satisfactory evaluations, no action is required. [4C.10.2]

The SJECCD Board of Trustees includes a standing Self-Evaluation Committee to address the Board Self-Evaluation process. This committee meets regularly to determine the mechanism and analyze the results of the self-evaluation. [4C.10.3]

The self-evaluation includes a survey of the Board members to evaluate the effectiveness of the Board. Effort was made to revise the previous year's questions to better assess the progress made during the past year and better align the questions to the new ACCJC standards concerning the Board, Board governing principles, Boards Global Ends Policy. The survey was issued to Board members at the October 13, 2015 Board of Trustees Meeting.

Response data was collected and a summative report [4C.10.4] was reviewed by all Trustees at the December 8, 2015 meeting. A Board presentation was given to discuss the outcomes of the self-evaluation along with the *First Quarter Monitoring Report - January 2016* regarding progress made on each of the Global Ends Policies. These reports will be used to develop three to five goals for the upcoming year.

Analysis and Evaluation

The College meets the standard. District policy includes a formal assessment instrument for self-evaluation to assess how the Board can be more productive and effective. The Board uses this assessment, along with open and honest dialogue, at the annual retreat and then reports to the public that this has occurred.

The process of self-evaluation has seen cycles of improvement and revision since 2012 and the implementation of the Board Ends Policies in 2014. During Fiscal Year 2015-16, the Board Self-evaluation Committee designed a process by which information would be gathered from three different sources: The Board Self-evaluation Survey; the Board Meeting Evaluation, taken at the end of each Board meeting; and the Board Ends Policy Monitoring Reports. By viewing their self-evaluation in this way, the Board can obtain a holistic approach to their self-evaluation.

In October, 2015, the Board developed a survey modeled after the Governance Institute for Student Success (GISS) survey. In November 2015, that survey went out to eight Board members (seven elected Trustees and one student member). All eight Trustees completed the survey. These results, along with the results of the Board's Meeting Evaluations, will be used as a "summative" report, which will lay the foundation for the Board's work plan that will be defined later in the year.

Analysis of the functional map indicates that the division of responsibilities is effective for this standard.

STANDARD 4C.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 BP 2715 of the Board Policy Manual [4C.2.2]. 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 within an appropriate time span to agendas and minutes either electronically on the District and College websites or through hard copies placed in various locations on the college campuses.

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. Conflict of interest is addressed in Policy 2710 [4C.4.6] and AP 2710, [4C.11.1] and Removal from Office in Policy 2715 [4C.2.2] and policy 2200. [4C.1.1] The Board's Governance Principles, Executive Requirements and Governance Process guidelines 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 and treating each other and the community with courtesy and respect.

Analysis and Evaluation

The College meets the standard. District policy, minutes, and other records demonstrate that the Board consistently follows its own Code of Ethics. BP 2715 and AP 2715 outline the process for dealing with a situation when the Board member violates its ethics policy. This policy has been through cycles of refinement; prior to this, the policy did not contain language relating to what action to take if a Trustee violates the code of ethics. Changes were approved in 2012, 2015, and most recently on March 8, 2016.

STANDARD 4C.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

According to Board Policy BP 2430: Delegation of Authority to the District Chancellor, the Board of Trustees delegates to the District Chancellor the responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. [4C.12.1] This authority can be delegated from the Chancellor to the College President as appropriate. The Board's role in relation to and as distinguished from the Chancellor is set out in its Governance Principles, specifically Principle Title: Governing. These Principles prescribe the organizational ends to be achieved and executive requirements for the District Chancellor's exercise of their authority to manage the District's affairs, allowing the District Chancellor to use any reasonable interpretation of these policies and principles.

The Board strictly limits its own role as stated in Board Policy 2200, Board Duties and Responsibilities. [4C.4.3] The Board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the District Chancellor
- Delegate power and authority to the District Chancellor to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the District

Analysis and Evaluation

The College meets the standard. The Board delegates authority to the Chancellor through BP 2430; through this policy, the Chancellor may delegate any powers and duties entrusted to her by the Board to the College.

STANDARD 4C.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

The Board is informed about the eligibility requirements and accreditation standards and processes. Understanding that the accreditation and self-evaluation process is ongoing within each six-year cycle, the Board receives regular updates from the College President in Accreditation Updates at open Board meetings. These updates typically include information from the Vice President of Instruction as the Accreditation Liaison Officer (ALO). Activities related to the accreditation process that have Board participation include matters such as submission of Substantive Change reports to ACCJC. [4C.13.1]

Training for the Board on the accreditation standards is conducted in the fall and includes the presidents sharing what they have learned from attending various ACCJC trainings and evaluation visits. All new Board members are on-boarded with training which includes semi-annual training and retreats for the Board. [4C.13.2]

The Board assesses its own performance using the ACCJC standards. One component of the Board's self-evaluation is the Board Self-evaluation Survey. The survey includes items from ACCT's Governance Institute for Student Success survey and items from the Board 30 evaluation survey. The last section of the survey includes locally developed items designed to evaluate the Board's knowledge and understanding of ACCJC standards. The results of the Board's self-evaluation are used at the annual Board of Trustees planning retreat, where the Board reviews necessary information to facilitate a planning process for the upcoming year. The plans help drive the Board's continuous commitment to supporting improvement and effectiveness across the District. [4C.13.3]

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 Calendar. Reports include the Student Success Scorecard Presentation in early September; Board Ends Policy Monitoring Report on Career Readiness; Board Ends Policy Monitoring Report on Transferability and Student Success; Board Ends Policy Monitoring Report on Institutional Effectiveness; Board Ends Policy Monitoring Report on College Environment; and Board Ends Policy Dashboard quarterly report. [4.C.5.7] These reports serve as the foundation of Board discussions about student achievement and institutional effectiveness and how these link to resource allocation. All reports are made public via the SJECCD website.

On June 9, 2015, the Board approved additional targets and goals relative to the Institutional Effectiveness Partnership Initiative of the California Community Colleges Chancellor's Office. These targets have become key in establishing a metric by which the Board reviews and compares the College's progress on key student success indicators.

As a follow-up to the data reviewed by IESS, the campuses regularly report to the Board on the programs and services. This includes the review of disaggregated student data.

Analysis and Evaluation

The College meets the standard. Board members not only receive regular reports on matters related to accreditation, but have been directly involved in the self-evaluation process through interactive presentations, communications with the Vice President of Academic Affairs (ALO) and Steering Committee membership.

Documentation for Board policies have always included the associated legal citation for each policy. Now all policies have been revised to cite associated accreditation standards where appropriate in addition to the legal citation.

The Board has set the clear expectation of regular reports on their ends policies, which they receive in the form of quarterly monitoring reports that measure institutional performance on various indicators of effectiveness and student success. Monitoring reports contain dashboard metrics, trends, and data elements that relate to Board priorities. The reports show incremental movement on the student academic markers, surveys, and other institutional indicators. The Board uses these monitoring reports as a part of their self-evaluation and starting with their 2016 cycle, will create the annual goals and objectives using the results of these reports.

Analysis of the functional map indicates that the division of responsibilities is effective for this standard.

CHANGES AND PLANS ARISING FROM THE SELF EVALUATION

- Notify campuses on BP/AP revisions to ensure accurate reporting on public information and compliance- 4C.1

EVIDENCE LIST

4C.1.1 Board Policy 2200
4C.1.2 Board of Trustees Policies and Procedures webpage
4C.1.3 Board Policy and Administrative Procedure 2410
4C.1.4 Board of Trustees Ends Polices and Governance Principles (4-14-15)
4C.1.5 Board Approved Policy Review Process (9-11-12)
4C.1.6 Board Approved Policy Review Process (9-11-12)
4C.1.7 Administrative Procedure 2410
4C.2.1 Board of Trustees Ends Policies and Governance Principles
4C.2.2 Board Policy 2715 (Code of Conduct)
4C.2.3 Board of Trustees Ends Policies and Governance Principles
4C.2.5 April 12, 2016 Board meeting
4C.2.6 Board of Trustees Ends Policies and Governance Principles
4C.3.1 Board Policy 2431
4C.3.2 Chancellor search criteria
4C.3.3 Board meeting minutes
4C3.4 Board policy 2435
4C3.5 Chancellor's Goals 2016-2017
4C.3.6 Board Policy 2436
4C.3.7 Board Governing Principles
4C.4.1 Board Policy 2010 (Board Membership)

4C.4.2 Board Policy 2015 (Student Members)
4C.4.3 Board Policy 2200 (Board Duties and Responsibilities)
4C.4.4 Board Policy 2010 (Board Membership)
4C.4.5 Board Policy 2100 (Board Elections)
4C.4.6 Board Policy 2710 (Conflict of Interest)
4C.4.7 April 26, 2016 Board Meeting Agenda
4C.4.8 Board Policies Webpage on District Website
4C.4.9 Chancellor letter to the Community
4C.5.1 BP 1200
4C.5.2 Board Policy Manual
4C.5.3 2015 IEPI Board Presentation
4C.5.4 2015 Board Scorecard Presentation
4C.5.5 Board Budget Principles
4C.5.6 2016 Board Budget Report by VC Smith
4C.5.7 Board Ends Policy Monitoring Report Website Link
4C.6.1 Chapter 2 (Board of Trustees) Board Manual
4C.6.2 Board Policy 2010 (Board Membership)
4C.7.1 Board Policy 2410
4C.7.2 Administrative Procedure 2410
4C.7.3 BP2510
4C.7.5 BP 2510
4C.7.6 BP2511
4C.9.1 Chapter 2 BPs
4C.9.2 BP 2210
4C.9.3 BOT Meeting- 5/17/16
4C.10.1 BP 2745
4C.10.2 BOT Self Evaulation meeting
4C.10.3 Evaluation Committee meeting minutes
4C.10.4 Self-evaluation Summative Reports
4C.11.1 AP2710
4C.12.1 BP2430
4C.13.1 BOT Accreditation Update PPT
4C.13.2 2016 Board Planning retreat minutes
4C.13.3 Board self-evaluation survey items related to accreditation

4D. MULTI-COLLEGE DISTRICTS OR SYSTEMS

STANDARD 4D.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

The District Chancellor provides leadership and guidance by communicating expectations of educational excellence and integrity throughout the District. The Chancellor also works with the administrative leaders at both the district and college level to ensure support for the effective operation of the Colleges and the District overall. This work is carried out by three administrative leadership teams, each with its own function:

Chancellor's Cabinet: ongoing oversight of district programs, operations, and finances

Executive Leadership Team: adds operational functionality to the Cabinet in the areas of communications, government relations, and budget

District Leadership Team: set strategic priorities for the District

Through the mission, vision, and values statements and the strategic plan, the Chancellor works with these administrative leadership teams at both the district and college level to set priorities for the work that is to be done throughout the District and the Colleges. Priorities are set by the District Leadership Team, which consists of both District and College leaders, including the Chancellor, the Vice Chancellors, and the Presidents and Vice Presidents of the two Colleges. This occurs at a two-day leadership retreat, which is held once a year in August, just prior to the start of the academic year. [4D.1.1]

Priorities are discussed at the bi-weekly Chancellor's Cabinet meeting, which is attended by the Chancellor, Vice Chancellors, and the Presidents. The Cabinet meetings are documented by the Chancellor's administrative assistant. Action items with responsible parties and deadlines are sent to each cabinet member not more than three days after the meeting. It is expected that each cabinet member, including college presidents, communicates with their team members any actionable and/or relevant information that is discussed at the Cabinet meetings. [4D.1.2]

The Executive Leadership Team consists of the cabinet members, with the addition of the Executive Director of Community and Government Relations, the Director of Communication, and the Executive Director of Finance. The team convenes as needed to address issues related to these areas of operation. [4D.1.3]

As the chief executive officer for the District, the Chancellor establishes the lines of authority between the Colleges and the District and defines the roles and responsibilities of each. These clearly defined roles and responsibilities and lines of authority are reflected in Board Policy 2430 and reinforced by practice. [4D.1.4]

Delineation of functions, roles, and responsibilities is clearly defined in the Delineation of Functions Map, which is posted on the District website and reviewed every few years to ensure continued accuracy and relevance. Questions about roles and responsibilities are discussed at the cabinet level and any clarifications or necessary changes are addressed. The Chancellor takes responsibility for ensuring district-level support for centralized campus operations, delegating the functional responsibility to the Vice Chancellor in charge of that centralized area. [4D.1.5]

Analysis and Evaluation

The College meets the standard. The Delineation of Functions map was evaluated in 2013 by way of a survey sent to all employees within the District. In 2015, the District and Colleges began the process of re-design/re-organization. As a result, the Delineation of Functions map was revisited. Each of the senior leaders (presidents and vice chancellors) reviewed the map with their employees. The map was updated to reflect changes as a result of the reorganization and to clarify functions that were identified in the survey as being unclear. In November 2015, the District Leadership Team reviewed both the Delineation of Functions Map and the Accreditation Function Map to ensure the relevance of both documents. Each leader was asked to review the document with their teams. This vetting led to updated documents, which are now included on the District website. [4D.1.6; 4D1.7; 4D.1.8]

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 4D.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 District Chancellor documents and delineates the roles, responsibilities, and operational functions of the District and the Colleges in a clear and transparent manner. In 2011, the District developed a functional map that delineates District and College functions and distinguishes roles and responsibilities of each entity. This document outlines delineation of responsibilities in more than 50 separate areas related to effective operations at the college and district levels. Some examples include Benefits, Student Services, Financial Aid, Resource Allocation, Planning, Research, Program Review, Board Relations, Purchasing, Student Success and Support Programs (SSSP).

The Delineation of Functions map was evaluated in 2013 and updated in 2015. The Delineation of Functions Map has been posted on the District's website as well as distributed to the staff. This map is updated every four to five years as needed and as functions and responsibilities change. The District has provided an Accreditation Functional Map, which further delineates the responsibilities of the District and Colleges as it relates to keeping up with accreditation standards. [4D.2.1; 4D.2.2]

The District has responsibility for management and allocation of resources as well as planning and budgeting. As such the District accepts primary responsibility for supporting the Colleges in meeting ACCJC Standard 4D.2 as specified in the Accreditation Functional Map. The District Office participates in a Joint Accreditation Task Force, the membership of which includes the Accreditation Liaison Officer from both campuses, the District Institutional Effectiveness Officer, and appropriate faculty and staff as needed.

EVALUATION OF EFFECTIVE AND ADEQUATE DISTRICT SERVICES

The District Office evaluates the effectiveness and adequacy of its services in three ways: District Office Program Review, Business Process Review, and the Accreditation Self-study and reporting process. All of these processes are data-driven.

In 2012, the District developed a program review process in which each functional area within the District Office participates. A committee monitors the process, consisting of representatives from Fiscal Services, Police Services, Institutional Effectiveness and Student Success, Human Resources, Payroll, Reprographics, and the Chancellor's Office. The purpose of this program review is to ensure that the District has a system for evaluating services to the Colleges and plans for improving or increasing results.

SJECCD Office of Institutional Effectiveness and Student Success

The program review template requires each area to describe their functions and how these functions are aligned to the District mission and strategic goals. It also delineates roles, responsibilities, and primary beneficiaries/stakeholders. Areas develop measurable objectives using data collected from a bi-annual Institutional Effectiveness Survey as well as other locally collected data. For example, the purchasing department tracks the number of completed purchase requisitions as a part of its program review. The template also requires areas to conduct a SWOT analysis which, in conjunction with other data analyses, help them to prioritize activities and resource allocation requests for the upcoming year. [4D.2.3]

As a result of the District Office Program Review, District services are modified to meet the needs and priorities of the Colleges and other District locations. The results of the program review are distributed to all managers throughout the District and Colleges and documented on the District website. [4D.2.5]

The program review is designed as a two-year cycle. Since 2012, there have been three cycles of District Office program review, which includes analysis of the results of a district-wide survey. The District Office Program Review survey is sent to all classified staff, faculty, and administrators. The survey is designed to allow campus employees to provide feedback to the District Office regarding the services provided to the Colleges. This feedback is used for the improvement of services to the campuses. The third round of survey results indicate improvement in both the visibility of District Office services to the campuses and the satisfaction of employees with those services.

The District Office has a program review committee with representatives from each District Office functional area (fiscal services, purchasing, warehouse, reprographics, human resources, police, institutional effectiveness and student success, chancellor's office, ITSS, and facilities). This committee is responsible for determining the timeline and approach for the District Office program review process. Each area represented provides a bi-annual program review report that consists of an analysis of survey findings as well as other data points relative to that area's primary objectives. The final District Office Program Review reports is made available through the District's website.

The District is completing its third iteration of program review. As a result of the first cycle, the District Office areas included measurable objectives and initiatives as a part of their yearly update. Many of the areas included initiatives related to increased customer satisfaction. As an example of how the program review helped to improve District Office services, in 2013, the District Office Program Review survey results indicated that more faculty, staff, and administrators were aware of the District Offices and had taken advantage of the services. In addition, satisfaction for the services had increased. The District Office is currently analyzing the results of the 2015 program review survey and the functional areas will review these results and create new initiatives for the upcoming fiscal year.

Each of the District operations underwent an extensive business process review in 2014 to 2015, the results of which is currently being implemented.

Analysis and Evaluation

The College meets the standard. Over the last five years the District has systematically worked to improve the delineation of responsibilities and functions between the District and the Colleges as well as the effective operation of district services to the Colleges through regular evaluation and program review.

DELINEATION OF RESPONSIBILITIES AND FUNCTIONS

The Delineation of Functions Map was implemented in 2011. As a part of the Institutional Effectiveness Survey conducted in 2012, the District incorporated a special section on the delineation of functions. This section asked staff, faculty, and administrators to rate their understanding of District and College functions and how they are delineated. The survey results revealed that while there was general understanding, there were some areas that needed additional clarification. Conversations at the cabinet level as well as presentations at professional development days were conducted and resulted in changes to how various functional areas communicate their services to the wider campus communities. [4D.2.6; 4D.2.7; 4D.2.8]

Beginning in 2012-13, focus was placed on promotion of the Delineation of Functions Map by emphasizing communications, providing clarification, and performing on-going review and adjustments to the map. The priority is to have a document that accurately communicates the functional organization of the District and Colleges so that the responsibilities of these functions are well understood by the San José/Evergreen Community College District. In 2015, the District and Colleges began the process of re-design/re-organization. As a result, the Delineation of Functions map was revisited. Each of the senior leaders (presidents and vice chancellors) reviewed the map with their employees.

IMPROVEMENTS TO DISTRICT SERVICES

There have been a number of changes to District Office processes as a result of participating in program review. Since the first survey in 2012, analyses of results have spoken to the need for stronger communication between District Office functions and the campus employees that they support. What follows is a description of major changes that have occurred as a result of analysis of District Office program review data.

Requests for Research (IESS)

After reviewing the results of the 2013 District Office Program Review Survey, it was clear that campuses still did not know how to request data from the research office. As a result, the District implemented a form which can be filled and conveniently submitted online. The form leads employees through the process of submitting a research request and specifies what to expect once the request is submitted. In its newsletter, the District highlighted the web location of this new Research Request form and encouraged its use in requesting a research project from the research team. Since then, not only have requests for research increased substantially, but the research office have found it a great tool for documenting requests, thus nearly eliminating "lost" research requests. In its 2015 program review survey, the research office saw satisfaction with the research request process had increased.

Communication of District Services to the Campus

In 2013, Human Resources reviewed its results from the District Office Program Review Survey and found that satisfaction among employees with regard to the information coming from HR about benefits was lower than desired. As a result, in 2015, Human Resources began the first of what would become monthly visits to the campuses. These *HR on Campus* visits provide a time for employees to meet with an HR professional about benefits and other work environment questions. These visits have become so successful that Fiscal Services began joining HR and the visits are now called *HR and Fiscal Services on Campus*. [4D.2.8]

Another element brought out in program review feedback is that campus employees do not always know what District Office personnel actually do and how their work supports the work of the campuses. As a result of their review of program review data, Fiscal Services' Webpage now lists all staff with assigned roles and responsibilities. Purchasing, Accounting, and Human Resources now include on their webpages a toolbox for users (e.g., forms, processes, etc.) so employees do not have to "search" for how to get something done. Risk Management will soon have a website with similar tool box, which is currently under construction. [4D.2.9]

EVALUATION OF THE DISTRICT OFFICE PROGRAM REVIEW PROCESS

The District Office has evaluated the process of program review for the District. Taking into account responses on the open-ended portion of the District Office Program Review Survey, as well as comments from the committee during its process evaluation, the survey has been modified to include a quarterly survey which focuses on one or two specific District Office services. The first of these special surveys, which took place in spring 2016, focused on Human Resources. The purpose of these quarterly surveys is to provide the service areas with detailed and unique information relevant to their specific measurable objectives and initiatives for their program review.

In addition, each department represented in program review has an assigned staff member from the IESS office that serves as a liaison. This liaison helps the department to define metrics and targets, design survey questions, and understand and analyze data from surveys. This change to the process has been invaluable in not only helping the departments complete their program reviews, but also in keeping the process sustained.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 4D.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

District Board Policy BP 6200 addresses the preparation of the budget. This policy specifies that the annual budget be managed in accordance with Title V and that it support the District's strategic and educational goals. The District has a process for allocation of resources to support effective operations and sustainability of the Colleges and District to support student success. The District's Resource Allocation Model (RAM) begins with a Board study session where budgeting principles and priorities are reviewed in preparation for the annual allocation process that follows. This process is in the early stages of documentation and is undergoing evaluation through the shared governance process. [4D.3.1]

The budget management process is effective, seasoned, and systematic. The latest audit reveals responsible financial controls with no audit exceptions. The latest financial review saw the District's Standard and Poor rating increase to Aa1, which is among the highest ratings received by community colleges in the Bay Area. The budget process is transparent and documented on the District website along with the Budget Allocation Model and Budgeting Principles. Based on the latest financial audit, conducted in June 2015, there were no major findings or recommendations that would impact the ability of the District to carry out its financial obligations to the Colleges. [4D.3.2; 4D.3.3]

Business Process Review

In 2014, the Vice Chancellor of Administrative Services (VCAS) was invited to meet with the deans at their annual academy. They discussed concerns regarding systems and processes related to purchasing, including the production of purchase orders and the relationship between their departments, the Campus Business Services Office, and the District Fiscal Services Office.

Over two days, the conversation resulted in approximately 10 pages of flip-chart notes as to issues and concerns, which the VCAS agreed to address immediately with action plan strategies. In the weeks that followed, the VCAS met with leadership within the District Fiscal Services Office to review the issues identified and to brainstorm solution strategies. This resulted in a series of meetings between end users and process initiators, along with the leadership of the College Business Services Office and District Fiscal Services Office, to address specific concerns related to the issues characterized by the deans.

These meetings, now called Business Process Review (BPR), are now held monthly. The VCAS facilitates and strongly encourages open and candid dialog without evaluation and criticism, which fosters strong communication and open thinking as the group works to resolve identified issues. The meetings are managed in a completely participatory and transparent way. Agendas are built by the group, issues are identified by the group, and options and resolutions strategies are discussed and addressed by the group. Following each meeting, there is a building of the subsequent agenda, as well as a feedback opportunity for each participant to describe whether or not the meeting met their expectations and to suggest opportunities they see for the group to improve on desired results.

Some of the solution strategies that have evolved from these meetings include implementation of the Accounting and Purchasing Toolboxes, forms enhancements, an e-mailbox to receive approved invoices for processing, budget override (the ability to process transactions within a certain predefined deviation), contract and insurance protocols, and improved communications channels, as well as development of workflows. Some of the more long-term strategies, such as MyRequisition, MyBudget, Image Now/Soft Docs, Automated Check Requests, and Budget Pooling, are still in the developmental stages due to logistical and technical issues.

Perhaps the best measure of success for this meeting process has been the extent of participation and representation by the campuses as demonstrated in the agenda and meeting materials. It is very typical to have as many as five to a dozen administrative assistants from throughout the District participating at the table, knowing that their issues will be heard in earnest and addressed with all available resources, without rancor or fear. The culture of these meetings is a "felt safe" environment to say what needs to be said, even if it is difficult to hear. Meeting participants have valued this process.

Roles and Responsibilities

Another group meeting, called Roles and Responsibilities (R&R), activated a second process. This meeting group includes the management staff of the Colleges' Business Services Offices and the District's Fiscal Services Office. These meetings are led and facilitated by the VCAS. While similar to BPR meetings, Roles and Responsibilities is more focused on the proper delineation of responsibilities and functions to foster an outcome of better service to the campus community.

A major goal of the R&R group is to define and streamline the workflow to expedite the task at hand and provide better service to our internal customers. It was found that lines of responsibility between the District and the Colleges were unclear to the campus community. The objective of R&R meetings is to discover these ambiguities and define whether it is the Colleges' or the District's responsibility to be the first responder to issues, questions, or concerns raised by the process initiator, and how their responsibilities differ. This will be followed by training of process initiators regarding who has responsibility for which aspects of assisting the process initiator in fulfilling their work.

The VCAS facilitates the R&R committee and, consistent with BPR group meetings, takes great care that all concerns are heard with full respect. The objective is for each to better understand the other's perspective with the intent to open the channels of communication, and to strengthen the College Business Offices and District Fiscal Services Office as one team to serve all parts of the business function within the organization. This is a safe environment and candor and respect are expected and valued.

Fiscal Officer's Meetings

Fiscal Officers is a monthly meeting that includes both Vice Presidents of Administrative Services of each campus, the District's Executive Director of Fiscal Services, and the Vice Chancellor of Administrative Services. This meeting is facilitated by the VCAS and follows the same standards as the BPR and R&R meetings, which include respect, candor, openness, and honesty. The goal is to seek to understand the other's perspective, in an effort to work towards solutions strategies.

The tradition has been to bring agenda items to the meeting. The meeting typically starts by building the agenda: what's on your mind, what's working, what's not working, what pressures are in the system. This meeting is truly

a round-table solutions-oriented discussion on very topical issues. Issues range from Financial Aid disbursements to the desire for VTA Eco Passes for students, to the complexities inherent in our Independent Contractor Agreement. Purchasing processes and bond issues are discussed. All items are open for discussion and the results have been a great strengthening of relationships, understanding of differing responsibilities in the system, and further development as a Business and Fiscal team working with a single goal in mind: better service to faculty, staff, and students.

Business Officer's Meetings

The District Controller facilitates a monthly meeting with the Business Officers of each location to discuss processing challenges and opportunities for improvement. As differentiated from the Fiscal Officer's meeting, this group is more focused on specific transactional procedures; what is working well and where challenges lie. The Controller establishes a positive tone with the goal of improving services and providing on-going training to staff at all levels. Topics of discussion include Personnel Action Form completion, credit card and travel/conference reimbursement procedures, Adopted Budget and Year End Close debriefs, Budget and Accounting Manual Review, Contracted District Audit Manual review in preparation for audit, and automated processing of journal entries and budget transfers. The goal of this work is to identify the greatest efficiencies possible and manual tasks which may be prime candidates for conversion to a higher level of automation, thereby maximizing technological capabilities and making better use of resources. These meetings are intentionally somewhat informal, with agendas built as a group with honest, transparent, roundtable conversations as the team works to resolve problems and improve systems.

Financial Aid District/College Meetings

Financial Aid processes and procedures are highly complex and have a comprehensive interface between the College Financial Aid and District Fiscal Services roles and responsibilities. Approximately two years ago, it became apparent that the District needed each of the Colleges to come together with the District as a single body, in order to have open conversations about what is working well with regard to Financial Aid transaction processing and discuss difficulties each are experiencing.

The Vice Chancellor of Administrative Services convenes these meetings on an approximately quarterly basis, first calling to all the participants for agenda items to be sent in advance. At each meeting the participants review what has been submitted as topics for discussion, and build and finalize the goals for that particular session. Topics have included the calendar of disbursements, technology opportunities and limitations, and letters and communications to aid recipients regarding both awards and defaults. Participants recognize their responsibility and charge to prepare students, not just in programming and curriculum, but in navigating the financial aid processes and preparing them for transfer to a four-year institution.

PAYROLL ON CAMPUS AND PURCHASING TRAINING

Since moving to the downtown location, the District's payroll staff makes monthly visits to each campus to provide accessibility to the staff for

payroll-related matters. All employees are encouraged to attend these private two-hour one-on-one meetings on a drop-in basis. In order to make staff's time efficient, a laptop is present during the exchange in the event Ellucian is needed for research purposes. Attendees are assisted with updating payroll profiles, such as W4, DE4, 403(b) enrollment or updates, and other payroll-related matters. Attendees are shown where to find important documents should they have common questions and concerns addressed within these documents. The District's payroll staff also conducts new-employee orientation at the campuses, as it is typically inconvenient for new-hires to visit the District Services Building in downtown. The ultimate goal of this outreach is to provide a campus presence for the Payroll Department; this outreach strategy that has been successful.

The District's purchasing staff provides quarterly training at the campuses. This training reflects different components of the procurement processes that affect public agencies. At the last several training sessions, participants were shown how to initiate requisitions in Ellucian, have an open forum whereby initiators can ask questions of purchasing staff, discuss contracts and insurance requirements, and make their departmental purchases more efficient. This outreach strategy has also been a success. The training is well attended by administrative staff charged with assisting their respective departments with its specific procurement needs, such as seeking out quotes and contracts. These are the frontline personnel who begin the procurement process and fulfill departmental needs by initiating a requisition in Ellucian.

Analysis and Evaluation

The College meets the standard. To ensure compliance, the District began a review of the resource allocation model in spring 2016. The allocation of resources has been discussed at the Chancellor's Cabinet level for a number of years. Although the previous allocation model was systematic, it was not transparent at the college level. The District researched models from other community college districts of a similar size and scope to SJECCD. This review included other basic aid districts, and began the process of developing a new, more transparent allocation model.

The District instituted an online survey in order to evaluate the Resource Allocation Model and close the loop in the development of the model. The survey is available on the fiscal services website and is intended for Administrators, managers, supervisors, faculty, adjunct faculty, and staff to give their feedback. Results from the survey, which will be conducted annually, will be used to refine the model as needed. [4D.3.4]

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 4D.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

The Chancellor delegates full responsibility for the operation and function of the Colleges to the college presidents. Board Policy 2430: Delegation of Authority dictates that the Board of Trustees delegates the administration of the District to the Chancellor, who in turn delegates the administration of the Colleges to the college administration. The Chancellor evaluates the presidents based on their performance and goals related to this delegation of authority. The Board of Trustees reiterates this delegation of authority through their Governing Principals, which are the foundation of their Ends Policies. [4D.4.1; 4D.4.2]

Chancellor Deborah Budd

Analysis and Evaluation

The College meets the standard. The Presidents are part of the Chancellor's Cabinet. Each cabinet member is evaluated annually based on their performance relative to the District's strategic goals, as well as professional and personal goals and objectives. The President submits an annual work plan based on set goals linked to the Chancellor's annual goals, which are in turn linked to the District's strategic plan as well as the Board Ends Policy goals and objectives. [4D.4.1; 4D.4.2; 4D.4.3]

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 4D.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

In compliance with Board Policy 3250: Institutional Planning, District planning is integrated with College planning through the District and College strategic plans. The District strategic plan was completed in 2012 with an emphasis on Student Success and is active until 2017. The strategic plan process included participation by members of all constituencies from the District Office, each College, and the Workforce Institute. The strategic plan objectives are linked to those of the Colleges and are evaluated based on set targets and the completion of designated activities. The strategic plan is documented on the District website. The District Strategic Plan is monitored for effectiveness using the District Balanced Scorecard. This scorecard tracks metrics annually that are linked to the goals and objectives of each strategic initiative. The activities associated with the strategic initiatives are assigned to leaders at the District and the Colleges to ensure that they are completed. [4D.5.1; 4D.5.2]

Analysis and Evaluation

The College meets the standard. The District has used its strategic planning process to guide decision-making, deploy resources, and quantify Board Ends Policies. The College's planning processes are linked to the District process. Changes in the District's processes have occurred as a result of planning outcome analysis. For example,

employee satisfaction with their level of professional development is linked to the District's strategic initiative on the Total Work Environment. It had become clear that employees, particularly administrative professionals, were not satisfied with the level of access to information about basic job functions and resources. As a result, Human Resources began a series of professional development sessions taking place once a semester specifically for administrative assistants and other administrative professionals. At these sessions, personnel from various District Office services (such as research, fiscal services, district police, and payroll) share specifics on how to interact with their offices and processes. [4D.5.1; 4D.5.2; 4D.5.3; 4D.5.4]

Ongoing integration of College and District planning efforts will be supported through the College's QFE Action Project 1: Planning-Institutional Effectiveness, which directs the College to "Align campus activities utilizing the integrated plan."

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 4D.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 has a number of mechanisms to promote communication between the Colleges and the District and to ensure effective and timely operations. Ongoing committees exist for the purpose of working jointly with the Colleges and throughout the system. The District Council consists of members of all constituency groups (CSEA, Faculty Senate, MSC, and Chancellor's Cabinet) whose role is to communicate any business to their constituents. Feedback gathered from constituent groups is brought to the District Council and shared with the other groups. Minutes of the District Council meetings can be found on the District website. [4D.6.1]

The Chancellor's Cabinet, whose membership includes all vice chancellors and college presidents, is the venue through which senior leadership discusses the business of the District. When necessary, this group is extended to the senior leadership at the Colleges, including vice presidents. The purpose of the Chancellor's Cabinet is to discuss and collaborate on the business of the Colleges and the District. Action items are distributed by the Chancellor's executive administrative assistant no more than 3 days after the meeting. Each meeting includes a time to follow up on action items. Each Cabinet meeting ends with a round-table discussion where information can be shared for the good of the group. Cabinet members are tasked relaying relevant information to their departments and/or colleges. [4D.6.2]

A number of district services have implemented newsletters as a form of communication. Institutional Effectiveness and Student Success, Information Technology and Support Services, Fiscal Services, and the Foundation Board newsletter are sent to all employees on a regular basis. The Chancellor sends a weekly Friday letter to the Board which includes information from the week's activities at the District and the Colleges. Similarly, the Chancellor shares a monthly newsletter with the entire District. [4D.6.3; 4D.6.5; 4D.6.6]

A number of District Office services received feedback through the program review survey that campus personnel are not familiar with District processes. As a result of this feedback, the District Office has instituted mechanisms

to ensure effective communication with the Colleges. In 2014, Human Resources and Fiscal Services began a monthly visit to the campuses where questions about benefits, payroll, purchasing, hiring procedures, and any other relevant information can be discussed with employees at the Colleges. These sessions are called "HR and Fiscal Services on Campus" and are advertised via email to the entire community.

Information technology has set up a number of group email communication mechanisms that can be used by administrators to share information. The District email utilization policy guides the use of group communications. Employees have the ability to send mass communications to identified groups (such as the District Council, the Executive Team, or all managers) based on their need for communicating information as a regular part of their job responsibilities. In addition, all employees have access to sending district-wide or college-wide communications.

In order to support the use of data for program review and decision-making at the campuses, the new College Reporting and Operational Analytics (CROA) software has been used to send data reports to end-users via email. Reports sent via email include program review reports, which are sent weekly to primary faculty responsible for program review; enrollment updates, which are sent to the presidents and vice presidents for instruction; and FTES/FTEF reports, which are sent weekly to the presidents and vice presidents for instruction. [4D.6.7]

In compliance with the Brown Act, agenda and minutes items for each Board meeting are posted to the web for the public to view in Board Docs. Seventy-two hours before each Board of Trustees meeting the Chancellor's Office sends the agenda with a link to Board Docs to all employees district-wide. In addition, the Chancellor meets at least once per month with the leadership of each constituency group. [4D.6.8]

Analysis and Evaluation

The College meets the standard. Communication has been discussed for a number of years across the District. In 2011, the District created a Strategic Communication Plan, which highlighted the importance of effective communication with internal as well as external stakeholders. In 2013, the District prioritized Communication the sixth strategic goal in the 2013-2017 Strategic Plan. Objective II of this strategic goal is to develop ongoing two-way communication with all internal audiences. Key activities targeted included in this plan for completion by June 30, 2015 were revamping the District website to include an intranet for employees to collaborate with one another; implementation of student email; and the broad use of Office 365 portal technology.

Dialogue regarding key issues occurs readily through the communication structure established by the District and College committee structure. The District utilizes a multi-pronged approach to push information to the campus community. These efforts include newsletters and on-campus visits. The District also leverages communication advances through the use of technology, including development of email groups and data reporting.

Although the structures are in place to maintain the flow of communication, the College and District recognize that further development in needed to facilitate college and district relations through enhanced communication. The College and District will study this further through its QFE Action Project 2: Communication, which directs the College to "Establish a global picture of EVC's communication processes" and "Establish a two-way communication plan."

In addition to the Quality Focus Essay, the District and College has already taken action to support communication. During the 2015/2016 year, the District and both Colleges (EVC and SJCC) met quarterly to collaborate on accreditation activities. The dialogue proved beneficial and will be added to ongoing meeting structures, with the

group convening biannually. More detail is outlined in the Changes and Plans Arising Out of the Self-Evaluation Process.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 4D.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 participates in a number of assessments of its effectiveness. Since 2012, the District has participated in a bi-annual District Office Effectiveness Survey which is administered to faculty and staff to obtain feedback on District services. The Office of Institutional Effectiveness and Student Success produces a report, which is shared with the college community through the website. A work-group called the District Office Program Review work-group, consisting of representatives from each functional area within the District Office, reviews the results of the survey and communicates any feedback to their area of responsibility.

In accordance with Board Policy 2510 and as required by law, the District ensures the participation of appropriate members of District and College constituencies (Academic Senate, Classified Staff, and Students) in decision-making. A similar requirement is spelled out in Administrative Procedure 5530: Student Rights and Grievances. The District occasionally conducts an evaluation of the effectiveness of district-wide governance committees via survey. The last such survey was conducted in spring 2016. Comparison of the results of the most recent governance survey to the survey conducted in 2012 indicates that communication has improved. [4D.7.1; 4D.7.2]

As described in Standard 4D.4, the District has undertaken a comprehensive re-design of its organizational structure, which in some cases has impacted role delineations. The assessment of the District and College organizational structure began with discussions at the cabinet level in 2014 and broadened to include the executive leadership and district-wide leadership teams. In 2015, the new organizational charts were shared with all employees and a survey was conducted to elicit feedback. The feedback was evaluated and shared with the District Council. Modifications were made to these charts based on all feedback and the re-design was prioritized and incorporated into the resource allocation model. [4D.7.4; 4D.7.5; 4D.7.6]

Analysis and Evaluation

The College meets the standard. As a result of evaluation of District services and communication mechanisms, changes have been made to key processes and functions to make it easier for the Colleges and constituencies to participate in decision-making. For example, as a result of a review of the research office, it was clear that the campuses needed more direct contact with research personnel. The office made use of the organizational redesign efforts across the district to hire campus-based research analysts. These analysts sit directly on the campuses to provide data, analysis, and support to any teams or individuals in need of data and information for decision-making. Having the research analysts report directly to the campuses with a dotted line to the District

Office enables them the ability to communicate campus needs directly to the District, work collaboratively with District Office staff, and make use of technological resources that are then used at the campuses. [4D.7.7; 4D.7.8]

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

CHANGES AND PLANS ARISING FROM THE SELF-EVALUATION

- Maintain dialogue between college and DO to ensure effective operations and partnership in accreditation- 4D6

EVIDENCE LIST

4D.1.1 District Leadership Team Retreat minutes
4D.1.2 Chancellor's Cabinet meeting minutes
4D.1.3 Executive Leadership Team meeting minutes
4D.1.4 Delineation of Functions Map
4D.1.5 Accreditation Functional Map
4D.1.6 Re-organization/Re-design summary 2014
4D1.7 Delineation of Functions Map Survey, 20131
4D.1.8 District Leadership Team meeting minutes from November 2015
4D.2.1 District Office institutional Effectiveness survey
4D.2.2 District Office Program Review Report 2012
4D.2.3 District Office Program Review Report 2013
4D.2.5 District Office Program Review Survey Results 2015
4D.2.6 Delineation survey results
4D.2.7 IESS Newsletter Vol. 1
4D.2.8 HR on Campus Flyer
4D.2.9 Purchasing Toolbox
4D.3.1 Budget Allocation Model
4D.3.2 Budget development principles
4D.3.3 Audit report
4D.3.4 Survey of Resource Allocation Model
4D.4.1 Board Policy on Delegation of authority
4D.4.2 Board of Trustees Governing Principles
4D.4.3 President's executive work plan Link to come
4D.5.1 District strategic plan District strategic plan
4D.5.2 District Office balanced scorecard
4D.5.3 Administrative Professional training agenda
4D.5.4 District Strategic Plan status update
4D.6.1 District council minutes
4D.6.2 Action items from cabinet meeting
4D.6.3 Computer and network use policy
4D.6.5 Foundation newsletter
4D.6.6 ITSS Newsletter
4D.6.7 CROA report example
4D.6.8 Board Docs Agenda May 2016
4D.7.1 Board Policy 2510
4D.7.2 Administrative Procedure 5530
4D.7.4 Redesign Charts

4D.7.5 Redesign Survey
4D.7.6 Redesign Summary
4D.7.7 Research office organizational chart
4D.7.8 Research office delineation of responsibilities

QUALITY FOCUS ESSAY

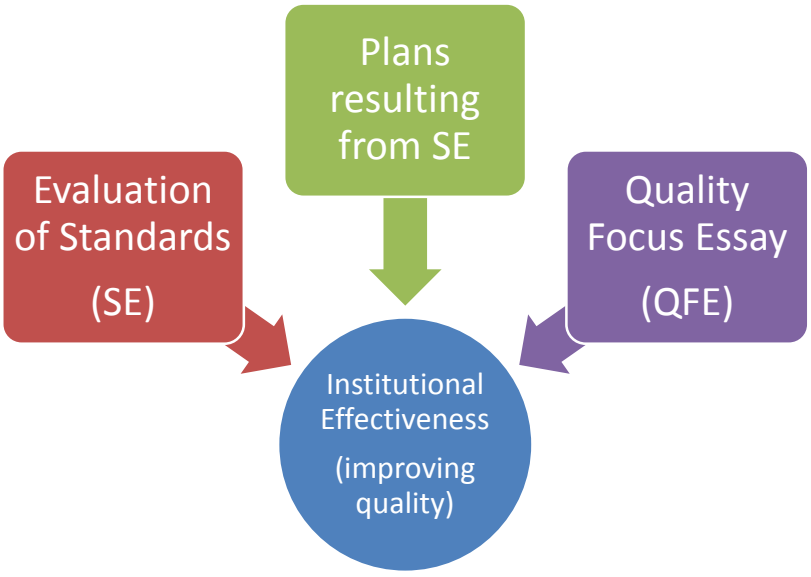
INTRODUCTION

The Quality Focus Essay (QFE) is born out of the College's self-evaluation and is an opportunity for colleges to further study and take action in areas that need widespread institutional change, development, or improvement and have the potential to impact student outcomes. To complete the work on the quality focus essay, the College reviewed the requirements and expectations contained in the Manual for Self-Evaluation and the Guide to Evaluating and Improving institutions.

Evergreen Valley College embraced the forward-looking self-evaluation process and the opportunity afforded through the QFE to explore quality improvements and foster a culture of innovation that inspires the entire campus community. To ensure the greatest impact of individual efforts, the College strategically utilized its existing accreditation steering committee, representative of all campus constituencies, to review and further develop potential action projects for the QFE.

During the accreditation self-evaluation process, Evergreen Valley College (EVC) engaged in reflective and authentic conversations to identify action projects appropriate for the Quality Focus Essay (QFE) that would support the College's efforts to fulfill its mission by improving student learning and achievement. Through the College's analysis and reflection, and a commitment to improving quality, thematic elements resonated throughout the standards that pointed to areas of needed change, expansion, development, and/or improvement.

The following QFE sections are specifically based on format for the QFE as set forth in the ACCJC Guide for



Evaluating and Improving Institutions (July 2015 Edition). EVC's QFE will begin by describing the process for identifying the campus action projects, listing the measurable outcomes for each project, and aligning the projects with the accreditation standards. Then, tables for each of the identified projects will include action steps, timeline,

responsible party(s), and needed resources. Finally, the essay concludes with EVC's plan for assessing the outcomes and effectiveness of the action projects.

EXECUTIVE SUMMARY

Evergreen Valley College has identified two areas for further study and improvement to enhance academic quality, institutional effectiveness, and excellence. The specific description of the projects, action steps, goals/outcomes, timeline, college leads and resources needed to meet the action projects are set forth below in detail.

PLANNING-INSTITUTIONAL EFFECTIVENESS

Goal: *Strengthen the structure and processes for institutional effectiveness*

The focus on the creation of an Office of Institutional Effectiveness will bolster decision making at the institution, provide the necessary research and evaluation bandwidth to provide more consistent and credible evidence for program review and institutional analysis of progress on the mission, and foster a culture of inquiry and innovation.

COMMUNICATION

Goal: Strengthen communication to facilitate a more cohesive college community

The focus on creating a more strategic communication infrastructure will better disseminate information to all constituent groups regarding new directions, processes, and desired outcomes and provide more frequent and greater focused dialogue about student learning and achievement.

IDENTIFICATION OF ACTION PROJECTS

Evergreen Valley College's Accreditation Steering Committee met a minimum of three times per semester to review progress on the self-evaluation. In early 2016, two emerging themes were identified that would develop into the QFE action projects. These themes covered multiple standards and were themselves interconnected. The themes were shared with the campus community during the January 2016 professional development day, which began the dialogue for feedback and development of the action projects. During February 2016, these thematic elements evolved into the College's QFE Work Plan, which was developed through feedback from the members of the Accreditation Steering Committee, the Institutional Effectiveness Committee (IEC), Academic Senate, College Executive Leadership, and the joint District Accreditation Meeting group. By the middle of March 2016, the QFE work plan was endorsed by the College Council and Academic Senate, and focus on action project refinement began.

Through the analysis of the College's self-evaluation of the accreditation standards and feedback from college constituencies, Evergreen focused on the following two action projects for the QFE: Planning-Institutional Effectiveness, and Communication.

To message and facilitate dialogue around the College's QFE, EVC utilized a creative messaging avenue by developing a QFE animation. The animation was shared with the Chancellor and Board of Trustees in summer

2016 and with the campus community at college opening day in August 2016. For the external community, the QFE animation and essay is linked on the College accreditation webpage, along with the Self-Evaluation report.

The two action projects that EVC identified are outlined in detail in the following sections.

ACTION PROJECT 1: PLANNING-INSTITUTIONAL EFFECTIVENESS

Goal: Strengthen the structure and processes for institutional effectiveness

During the self-evaluation process, the College's commitment to fulfilling its mission was evident throughout the standards. The mission clearly directs institutional priorities and, through the integrated plan, grounds the institutional decision-making process. Similarly, in assuring academic quality and institutional effectiveness, the College utilizes student learning and achievement data to evaluate its effectiveness in meeting its mission. This is accomplished through the College's ongoing cycles of program review, SLO assessment, and annual reporting on equity, student success, and student achievement measures.

Currently, the Institutional Effectiveness Committee (IEC), as charged by the College President, is the primary governance body facilitating the College's planning and institutional effectiveness efforts. In spring 2016, the IEC evaluated the College's planning activities and reported on the College's progress in achieving its mission. In analyzing these activities, validation of what the College discovered through the self-evaluation of the standards occurred as the College recognized that, although existing College planning activities are structured to support institutional effectiveness, in order to have greater institutional impact, sustainable structures and systems are needed to create a lasting culture not contingent on individual efforts alone. Furthermore, to facilitate the College's maturity in the integration of data into College planning efforts, EVC is identifying ways to improve practices to establish additional infrastructure that will increase the capacity of data driven institutional effectiveness. The College began this process through the IEC's *evaluation of college planning processes* and the *Progress on the Mission Report,* which both lead to recommendations.

In March and April 2016, the IEC evaluated the college's planning processes, through a survey administered to members of key planning governance committees and College council. The survey process was intended to engage in a broad based, systematic evaluation of its integrated planning efforts. (See Standard 1B.8, Standard 1B.9) Five areas of planning were investigated in the survey: 1) Membership Size and Balance, 2) Training and Support, 3) Efficiency, 4) Decision-Making, and 5) Communication. A final open-ended question was added to permit free response from the members on issues presented in the survey questions as well as issues that the members felt were relevant for consideration. The report communicated the results of the assessment and evaluation activities so that there is a shared understanding about the strengths and areas of improvement and thus set appropriate priorities. (See Standard 1B.8) Two recommendations culminated from the results of the survey, with the planning recommendation in bold.

1. **The College will provide annual committee chair training including alignment of committees to integrated planning.**
2. Facilitate communication within committees as outlined in the College Quality Focus Essay (QFE).

Over the past accreditation cycle, the College has made significant improvements to its work on identifying student learning outcomes and using findings to improve teaching and learning. The College's Institutional Effectiveness Committee has also improved program review efforts and the review of larger institutional measures of achievement, such as course completion, transfer, and other metrics. While the efforts are noteworthy, the College has determined that a better infrastructure is needed for the access and use of data and to help improve integrated planning. The College took time in 2015 to create a master plan, and is using 2016 to flesh out this new master plan. Three key efforts were taken to use evidence to move forward: the creation of an implementation plan for the Master Plan, an examination of its processes and systems, and a review of the progress on the mission.

For EVC, the 2016 *Progress on the Mission Report* serves two key purposes. First, the document functions as a progress report to document the status of the work on each strategic initiative and mission function of the College. Second, the report provides a summary of the efforts to date to begin a more robust attempt to analyze institutional effectiveness and academic quality under the new Educational Master Plan. The Report will help guide the efforts to move forward under the new integrated planning model and the Quality Focus Essay.

The Institutional Effectiveness Committee considered all College efforts to meet the institutional mission and divided the findings in 6 categories.

1. Progress Made through Program Review
2. Progress on Student Learning
3. Progress on Student Success and Achievement (Institutional Set Standards)
4. Progress Made Through Student Supports (SSSP Plan)
5. Progress Made in Issues of Equity (Equity Plan)
6. Progress on Basic Skills

The IEC reviewed the action steps of the office, department, or group assigned responsibility for each specific area and captured their adjustments, plans, and efforts to better meet the mission. To ensure implementation of the identified activities that will move the College toward meeting the mission and strategic initiatives, the IEC examined the identified timelines, plans, and measures for progress, and identified the following planning related recommendations for the College:

1. Develop an integrated matrix and document that tracks progress on each of the college areas of meeting the mission and integrates the findings cohesively. For example, equity tracking of course completion and transfer should be aligned with the institutional set standards.
2. Embed larger institutional success measures into program review data templates.
3. Expand existing efforts to establish program set standards in 2016/2017. (Identify early adopters and programs already setting standards, and for remaining programs, establish timelines for setting program standards).
4. Merge the Institutional Effectiveness Partnership goals (IEPI-stretch goal) of the State of California with the California Scorecard metrics (actual college rates) and the Institutional-Set Standards (baseline standards).
5. Create a dashboard that tracks progress towards the mission in a visually appealing manner.

Through the College's self-evaluation of the standards and the analysis of existing institutional effectiveness measurements, the College concluded the overall goal for action project 1: Planning-Institutional Effectiveness is to *strengthen the structure and processes for institutional effectiveness.* The action project for planning-institutional effectiveness has the potential for widespread institutional change and simultaneously maintains past successes, enhances current undertakings, and charts the course for future directions including establishment of a campus Office of Institutional Effectiveness. The project outcomes are outlined in the table below.

Desired Outcomes	Alignment with Standards	Reference
Refine infrastructure for institutional planning and resource allocation	1A.2	Use of Data to Assess Progress on Mission
	1B.9	Systematic Evaluation and Planning
	3C.3	Technology Resource Allocation
	3D.1	Financial Resource Allocation
	3D.3	Fiscal and Budgetary Planning
Operationalize long term and short term institutional planning timelines	1A.4	Regular Review of Mission
	1B.9	Systematic Evaluation and Planning
Align campus activities utilizing the integrated plan	1B.4	Alignment of Plans to Improve Learning
	1B.6	Use of Data to Address Learning and Success Gaps
	1B.8	Setting Priorities Based on Assessment Results
	1B.9	Systematic Evaluation and Planning
	3C.2	Technology Planning
	3D.2	Integrated Financial Planning Based on Mission
	4D.5	Integration of College and District Planning
Monitor Institutional Set Standards for achievement and report improvements	1B.3	Evidence-based Goal Setting
Establish evaluation plan and timeline for planning activities and college processes	1B.7	Regular and Systematic Review of Policies and Procedures
	1B.9	Systematic Evaluation and Planning
	3D.8	Evaluation of Financial Systems
	4A.7	Evaluation of Governance Roles and Systems

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

ACTION PROJECT 2: COMMUNICATION

Goal: Strengthen communication to facilitate a more cohesive college community

The self-evaluation process revealed that the College, through its regular institutional processes, reports, and actions, facilitates significant opportunities to discuss all aspects of important topics. In particular, campus faculty, administrators, and staff participate in substantive, sustained, collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occur regularly through both formal and informal means. Similarly, through the College's shared governance structure, there are established standards for decision-making at all levels of the organization and 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.

Although effective communication processes exist, in order to maximize the College's successful innovations and improvement of student outcomes, a more strategic communication infrastructure is needed to better disseminate information to all constituent groups regarding new directions, processes, and desired outcomes. The College believes that building communication infrastructure will facilitate reporting between shared governance entities and the District Office, and increase the quality of the dialogue among the campus community. The College validated this need through its recent evaluation of planning processes. In spring 2016, the College conducted a planning effectiveness survey. Five decision-making governance committees completed the survey and the following recommendations were noted, with the communication recommendation noted in bold.

1. The College will provide annual committee chair training including alignment of committees to integrated planning.
2. **Facilitate communication within committees as outlined in the College Quality Focus Essay (QFE).**

As previously mentioned, the survey was administered to the members of College governance committees and the College Council. Five areas of planning were investigated in the survey: 1) Membership Size and Balance, 2) Training and Support, 3) Efficiency, 4) Decision-Making, and 5) Communication. A final open ended question was added to permit free response from the members on issues presented in the survey questions as well as issues that the members felt were relevant for consideration.

Of particular interest to this portion of the QFE are the responses related to communication. The majority of members disagreed or were neutral that communication between the committees and council were effective. The majority of members also disagreed or were neutral that communication between the committees were effective. Three open ended responses indicated that communication in the committee/council structure could be improved.

The self-evaluation process, followed by the campus evaluation, revealed that although the College has communication processes in place, further study is needed to identify authentic opportunities for improvement. A pivotal first step is to identify a global picture of EVCs communication practices to understand what is working

well and what areas can be refined as well as explore different methods of communication that have the potential to reap the greatest impact. The College will undertake these activities as part of Action Project 2: Communication with the overall goal to *strengthen communication to facilitate a more cohesive college community.* The College believes that the action project for communication has the potential for widespread institutional change, affording the College the opportunity to celebrate successes and authentically discuss its areas for quality improvement, and ultimately lead to improved student outcomes. The project outcomes are outlined in the table below.

Desired Outcomes	**Alignment with Standards**	**Reference**
Establish a global picture of EVC's current communication procedures	1B.1	Dialog about Learning and Equity
	4A.1	Innovation
	4A.3	Roles in Decision Making
	4D.6	District and College Relations
Establish Campus Communication Plan- two way	1B.9	Systematic Evaluation and Planning
Establish Campus Communication Plan- two way: *Facilitate reporting between shared governance entities (bidirectional)*	4D.6	College and District Communication
	1B.9	Systematic Evaluation and Planning
Facilitate reporting between shared governance entities (bidirectional)	4A.3	Clear Roles in Decision Making
	4A.5	Consideration of Varied Perspectives
Increase frequency and quality of dialogue	4A.6	Documented Processes for Decision Making
	1B.1	Dialogue about Learning, Equity, Quality
Increase frequency and quality of dialogue	1B.8	College-wide Communication of Planning
	1B.9	Systematic Evaluation and Planning
	2A. 11	Program Learning Outcomes
	2A. 12	General Education Outcomes

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

IMPROVEMENT OF STUDENT LEARNING AND ACHIEVEMENT

The two action projects identified by the College provide support for existing institutional efforts to enhance student learning and achievement in two key ways. First, the action projects will bolster the College's existing efforts to examine qualitative and quantitative data to measure progress on the institutional mission as set forth in the through strategic goals and objectives identified in the 2016 College Master Plan. The increased access and use of data at the institutional, programmatic, and on-the-ground operational levels will assure that decisions are based on evidence at all levels. The greater the reliance on evidence to make decisions, the greater the likelihood that the College's interventions and efforts will improve learning and achievement at the course, program, and institutional levels. Second, the increased number and quality of opportunities for dialogue about the evidence will build greater organizational learning and widen the collaborative contributions from all voices at the College about learning and success. The greater the ownership of the data and outcomes by the faculty, staff, and administration, the greater the knowledge, the increase in motivation, and the design of college structures that will support the College's efforts.

The College will connect the action project steps to specific measures of learning and success as the action projects take shape. The College will examine annual as well as longitudinal, cohort-based measures of achievement. The College will also identify tipping point measures that identify momentum markers that accelerate success to the final exit outcomes of degree and certificate completion, transfer to baccalaureate institutions, and immediate employment.

ASSESSMENT OF ACTION PROJECTS

Evergreen Valley College will annually evaluate advancement towards the goals of the QFE, progress on the two Action Projects, and the effectiveness of the QFE processes, timeline, and cycles. The assessment on the QFE begins with an analysis of the internal processes and systems to provide a foundation for embedding the plan into existing college-wide processes and systems and for advancing student learning and achievement. Through this process, the QFE becomes a critical component in college operations and the foundation for the institution's mid-term report.

EVC will evaluate the specific actions that the College intends to take in order to achieve the goals identified in the QFE and make appropriate adjustments and improvements based on the yearly findings. As a result of review of the findings, EVC will refine as necessary its key processes and structures to improve student learning and achievement.

Each year, the College will generate a progress report on the objectives and recommend improvements to process. The report will include:

- An analysis of the data to identify strengths and areas for innovation and improvement, comparing performance to trend data at the College.
- Identification of links to existing governance and planning processes
- Plans to address areas for improvement.

Specifically, the annual QFE report will cover the:

1. Analysis of progress on Action Projects and steps, including:
    a. Progress summaries from the responsible parties
    b. Evaluation and modification of the measurable outcomes
    c. Work of the Institutional Effectiveness Committee on the progress on goals
2. Integration of Action Projects with other institutional plans and interventions
3. Discussion and assessment of overall progress on the Actions Projects based on the analyses
4. Recommendations for modifications to the Action Projects
5. Solicitation and incorporation of campus feedback on recommendations as appropriate

The assessment review begins at the outset of each academic year to build college governance and operations. The assessment process takes a broad look at college-wide efforts over the entire academic year to provide a holistic assessment of the plan.

TIMELINE AND PROCESS FOR ASSESSING THE QUALITY FOCUS ESSAY

SEPTEMBER 2016, 2017, 2018

The Accreditation Liaison Officer will convene the Accreditation Steering Committee. The Steering Committee will develop a process for soliciting feedback on the components of the QFE from the key governance bodies and offices who are directly involved in implementing the plan and reviewing the processes. The EVC College President will provide and report the vision for and progress on the QFE action projects at the beginning of the academic year.

OCTOBER AND NOVEMBER 2016, 2017, 2018

The Steering Committee will work with the college researcher to solicit feedback and assess progress toward achieving its stated goals and make decisions regarding the improvement of student learning and success in an ongoing and systematic way. Assessment is embedded in existing college processes, including program review, integrated planning, resource allocation and decision-making and include qualitative and quantitative data. The College will identify annual, longitudinal, and momentum point measures of success and learning based on the action steps. Measures will be identified at the institutional, program and operational levels of analysis. Baseline measures will be established in the 2016-2017 Academic Year. Cohorts will use existing state measures, but locally identified cohorts will be created specific to the EVC Mission in 2016 and 2017.

DECEMBER 2016, 2017, 2018

The EVC College President will provide a progress report to College Council.

JANUARY THROUGH FEBRUARY 2017, 2018, 2019

The researcher and the ALO will bring together all of the feedback and generate a summary report for the Steering Committee and appropriate college committees. The Institutional Effectiveness Committee, through the College Council will distribute the report and the Steering Committee and appropriate committees will review the findings.

MARCH THROUGH APRIL 2017, 2018, 2019

The Steering Committee and appropriate college committees will evaluate the findings recommend innovations where appropriate.

MAY 2017, 2018, 2019

The Steering Committee will report the progress on the QFE goals and action projects to the college community. The President will provide reports to the college and the community.

JUNE 2017, 2018, 2019

The Steering Committee will present progress to the College Council, the Institutional Effectiveness Council (IEC), for review and approval at the end of each academic year. The IEC will ensure that the College is making progress on institutional effectiveness measures. The Steering Committee will hold a debriefing of the previous year's progress and begin planning the activities and efforts for the next academic year.

A report on the progress of the action projects will be made to the Chancellor and the Board of Trustees by the President.

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Change, Improvement and Innovation	Standard	*College Leads*	*Timeline*	*Anticipated Outcome*
Once per year, committee and council meetings review the mission and the committee/council's role in the helping the college get there	1A.1	committee/council chairs & IEC	first meeting fall 2016	Creation of a standard agenda item for committee and council meetings and meeting minutes/notes capturing the discussion.
Administrative Unit SLOs	1B.2	AUs and SLOAC	Fall 2016	Refine goals and objectives for AUs
Disaggregate SLO Assessment for Distance education courses	1B.2	DED coordinator; SLOAC; SLO Coordinator(s); DED faculty	2016/2017	Conduct SLO assessment for DED courses and face to face courses with separate reporting feature.
Administrative Unit Program Review	1B.5	IEC	2016-2017	Create template and timeline of AU program review
Disaggregate data by delivery modality	1B.5	Campus Researcher	Fall 2016	Provide disaggregated achievement data comparing delivery modality for PR data sets
CurricUnet SLO Assessment Module	2A.3	SLOAC	Spring 2017 - scaled roll out full campus by fall 2017	Transition to Campus-wide adoption for reporting SLO Assessment
Increase SLO resources	2A.3	SLO Coordinator(s)	Summer/Fall 2016	Create SLO Handbook
Program outcomes assessment	1B.2; 2A.3	SLO Coordinator(s); SLOAC; Program faculty	2016/2017	increase program outcome assessment participation in order to facilitate campus culture of assessment; Review definition of instructional program for the purposes of program outcomes assessment
New common assessment and multiple measures for student placement	2A.4; 2C.7	VPSA; task force	fall 2016	Adoption of multiple measures for student placement
GE/ILO campus wide assessment	2A.12	SLO Coordinator(s); SLOAC		Develop and adopt campus wide GE/ILO common assessment- rubric
Student support services for DED	2C.3	VPSA ; ITSS; Online Orientation Service Team	Fall 2016 2016/2017	Survey DED students on current support services Collaborate with district ITSS, the Online Orientation Core Service Team, Counseling faculty, and Student Success staff to create a new Online Orientation aligned to Title 5 requirements.

During joint deans meetings, sharing SSSP and Equity plan findings with academic affairs	2C.2	VPSA; VPAA; College Deans	Biannual reporting determined by reporting timelines	Collaborative (student affairs and academic affairs) action plan to address recommendations for student success and equity
Additional collaboration between Outreach and instructional deans and Faculty	2C.6	Dean of Enrollment Services, Outreach Specialist, VPSA, VPAA, Instructional Deans, and faculty	2016-17	Develop work plan to address Outreach needs and greater input from instructional deans and faculty
Professional Development Plan	3A.14	Staff Development Chair, staff development committee	summer-fall 2016	Complete professional development plan
Cover vacancies in Maintenance and Operations	3B.2	VP Administrative Services; DO	16/17	Develop a plan to hire or cross train to fill vacancies
Shared Governance Handbook	4A.5	Academic Senate; College Council; Professional Development Center (PDC)	2016/2017 begin development; 2017/2018 college adoption	Revise Governance Handbook to ...
Notifying campuses of BP/AP revisions	4C.1	College President; Executive Director of Government and External Affairs; Vice Chancellor leads for each BP Chapter	biannual updates to college council beginning fall 2016	accurate reporting, in college catalog, and compliance with BPs and APs
Joint district accreditation meetings	4D.6	ALO; District VC Institutional Effectiveness and Student Success	Biannual meetings continuing 2016-2017	Maintain dialogue between college and DO to ensure effective operations and partnership in accreditation