PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a focused site visit to Evergreen Valley College October 2, 2023. The Commission acted on the accredited status of the institution during its January 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Sunita V. Cooke, Ph.D.
Team Chair

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Evergreen Valley College
Peer Review Team Roster
FOCUSED SITE VISIT

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President, Reedley College

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Dr. Matthew Powell
Faculty in History, Diablo Valley College

ACCJC STAFF LIAISON
Dr. Gohar Momjian
Vice President, ACCJC Staff Liaison

*Note: Served on the San Jose Community College District review team.

Summary of Focused Site Visit

INSTITUTION: Evergreen Valley College

DATES OF VISIT: October 2, 2023

TEAM CHAIR: Sunita (Sunny) V. Cooke

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. The peer review team attended training on February 9, 2023, and team members conducted a meet and greet and an open forum virtually on March 21, 2023. The Team ISER review was conducted in Los Angeles on March 28, 2023, and a meeting was held with the President and ALO of EVC on March 29, 2023, to share the status of the Team ISER review. This is the formative component to identify where the College meets standards and to identify potential areas of attention for the Focused Site Visit (summative component). After Team ISER review, the team validated through its initial review of the evidence that the college meets all accreditation standards, eligibility requirements, and federal guidelines and therefore no Core Inquiries were identified.

The three-member peer review team conducted a Focused Site Visit to Evergreen Valley College on October 2, 2023, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE Regulations.

The Team Chair coordinated the Focused Site Visit with the College CEO. The three-member team conducted a meet-and-greet attended by approximately 35 people and an open forum that provided the College community and others (approximately 40 people) an opportunity to share their thoughts with members of the Focused Site Visit team. The team also toured the campus facilities, reviewed student complaint files, met with the college president and the chancellor, and conducted an exit report. The team evaluated how well the College is achieving its stated purposes, providing suggestions for quality assurance and institutional improvement, as well as identifying notable practices. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and ensuring a smooth, collegial, and informative process.

Major Findings and Recommendations of the
Peer Review Team Report

Commendations:
None.

Recommendations

Recommendations to Meet Standards:
None.

Recommendations to Improve Quality:
None.

Introduction

Evergreen Valley College is one of two colleges within the San Jose Evergreen Community College District located in the eastern foothills of the city of San Jose. Evergreen Valley College (EVC) occupies about 130 acres in the northeast corner of this district-owned property. EVC was named in 1970 and the current campus opened in 1975 upon the completion of the first two buildings. Initially, the College enrolled 300 students and it currently serves approximately 8,000 students each semester and offers 47 degrees and 24 certificate programs.

The College has continued to expand through new buildings and renovated facilities including an automotive technology building, math science and social sciences building, fitness center, veterans freedom center, and a sports complex. Currently underway are a student services and language arts complex, and a general education building.

Enrollment has declined approximately three percent since 2016 (14,273 headcount) and the College reports its 2020/21 headcount is 13,832. Datamart indicates the 2021/22 headcount is 12,849 and the total FTES is 5,415 (credit/non-credit). Approximately 60 percent of the students identify as female. The College welcomes ten percent of local graduating high school students or about 800 annually. The College serves about 72.7 percent of continuing students and approximately 11 percent of first-time college students.

The demographics of enrolled students indicate that Asian students now comprise the largest proportion of the student body with Hispanic students coming in second at approximately 40 percent. The College serves a very diverse student body.

The College has significantly changed its assessment procedures in math and English in compliance with recent California legislation (AB705) and has tripled the percentage of students completing English and math in the first year over a five-year period.

The College leadership in collaboration with key stakeholders such as faculty, classified professionals, students, and administrators have demonstrated a focus on mission, meeting community needs, improving student success, and responding appropriately to state and national imperatives.

During the Team ISER review, the team noted that the College had taken an inclusive approach to writing the ISER and developing the Quality Focused Essay (QFE). The team noted that EVC constituents work collaboratively together in support of their students and their mission. EVC appears to be a college that is continuously striving to innovate and continuously improve processes in promoting institutional effectiveness. The College's diverse student body and its commitment to social justice mission are central to their work.

Eligibility Requirements

The team confirmed that Evergreen Valley College derives its authority to operate as a two-year community college, which has been operating continuously since 1975 with authority to operate under the state of California, the Board of Governors of the California Community Colleges and has been accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), an institutional accreditation body recognized by the Department of Education.

The College meets the ER.

1. Operational Status
The team confirmed that Evergreen Valley College is providing educational services leading to associate degrees and certificates for 8,245 students as of fall 2021. The majority of students are pursuing the goal of a certificate, two-year degree completion, or transfer to a four-year college or university.

The College meets the ER.

2. Degrees
The College offers 47 associate degrees and 25 certificate programs. The team confirmed that all associate degrees require a minimum of 60 units, including an appropriate general education component and a concentration within a major or area of emphasis.

The College meets the ER.

3. Chief Executive Officer
The team confirmed that the College has a CEO that does not serve as the chair of the governing board. Board policies ensure that the CEO has appropriate delegated powers of authority. The current president, Dr. Tammeil Gilkerson, was appointed in July of 2020.

The College meets the ER.

4. Financial Accountability
The team confirmed that Evergreen Valley College adheres to all Single Audit requirements and uses a qualified external auditor to conduct audits of all financial records. The audit also includes an assessment of compliance with Title IV federal requirements. All audits are certified, and explanations of findings are documented appropriately. There have been no weaknesses or significant deficiencies identified over the last three years (2019/20, 2020/21, 2021/22). Any findings prior to that time were resolved. Audit reports are made available to the public via board meetings and the College website.

The College meets the ER.

Checklist for Evaluating Compliance with

Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those, which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third-Party Comment
Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third-party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third-party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College meets the regulation. ACCJC received an applicable third-party comment that was shared with the team chair, college president, and chancellor.

Standards and Performance with Respect to Student Achievement
Evaluation Items:

☒	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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	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 allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
☒	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. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
☒	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). (Standard II.A.9)
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
☒	The institution demonstrates compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team confirmed that the College meets the credit hours and program lengths meet the minimum of 48 semester hours of total student work. These are documented in a college policy.

Transfer Policies

Evaluation Items:

x	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
x	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)

x	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
x	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
x	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
Transfer-of-credit policies are available to students via the College catalog, website, and Transfer Center. Students also have access to counselors, who use tools common to the CCC system (i.e., ASSIST.org, C-ID) to grant transfer of credit and determine articulation of courses. Board policy on transfer of credit is available on the District website.

Distance Education and Correspondence Education
Evaluation Items:

For Distance Education:	
x	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*.
x	The institution ensures, through the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
x	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
x	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course

	or program and receives the academic credit.
For Correspondence Education:	
	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
x	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
x	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
☐	The college does not offer Distance Education or Correspondence Education.

Narrative:
The College has a Distance Education Addendum and Handbook that defines regular and substantive interaction, and the team has observed a subset of online courses to verify the College meets the regulation. The College does not offer correspondence courses**.**

Student Complaints
Evaluation Items:

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

☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	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. (Standard I.C.1)
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has established procedures and policies regarding student complaints and keeps a database of such complaints. The College utilizes a third-party reporting system called Maxient, to track breeches of student conduct, faculty grievances, Title IX/discrimination, and behavioral intervention. Evergreen has roughly 1,000 cases documented across these categories, in addition to Basic Needs referrals. A general complaint category also is designed specifically for community input. The Student Complaint Procedures and Student Feedback are on the College website, which includes links to the Student Services policies, forms, and procedures relevant to handling student complaints and grievances. Student complaint information is available in the College Catalog under Student Complaint Procedures. The College posts on its website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

The College meets the regulation.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items: ☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status (Standard I.C.12).

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College meets the regulation by providing accurate and timely information through their college catalog and web site, including the required information on the College's accredited status.

Title IV Compliance

Evaluation Items:

☒	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. (Standard III.D.15)
☒	If applicable, 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. (Standard III.D.15)
☒	If applicable, 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. (Standard III.D.15)

☒	If applicable, 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. (Standard III.D.16)
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

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

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College does not have any findings from the last audit regarding the Title IV Program. The last two external audits did not indicate any internal control compliance or financial findings. The College does not contract, or have any agreements, with non-accredited organizations. The College meets the regulation.

Standard I
Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations

Evergreen Valley College's (EVC's) mission statement, vision statement, and related documents, such as the Education Master Plan and Program Review templates, demonstrate EVC's commitment to ensuring student learning and achievement. The College uses data to evaluate its progress in meeting its goals, develops plans for improvement, and ensures that its programs and services are aligned to its community's needs. The College's published documents, such as the college catalog, policies, and website, clearly represent the college's mission, programs, and efficacy to the community. The College also does a good job of linking college goals and objectives to the District's goals and objectives.

Findings and Evidence

EVC's mission and vision statements are well-crafted and reflective of the College's commitment to providing students with a high-quality education. The statements, in concert, demonstrate a clear understanding of the College's role in supporting student learning and success, and it is evident that the statements have been widely communicated throughout the College community (I.A.1).

EVC presents and discusses student success and community impact outcomes in relation to their mission statement. Through Program Review, the College uses data to evaluate, plan, and update the mission to improve academic programs and student services. The Board of Trustees is regularly updated on progress in various areas, such as degree completion, transferability, and career and technical education success rates. Student achievement metrics, such as completion rates and successful course completion, are publicly shared on the College website. The College's Institutional Effectiveness Committee reviews data and shares it with administrators and faculty members working on program review. The College also has a Student Equity and Achievement Program Plan to address equity gaps and increase student success among marginalized groups (I.A.2).

EVC's programs and services are well-aligned with the College's mission and reflect a commitment to providing students with a high-quality education, and it is evident that the College has made a deliberate effort to align its offerings with the needs of its students and the community. The College's programs are focused on providing students with the skills and knowledge they need to succeed in their chosen fields, and the College's services are designed to support student success and well-being. Furthermore, the College programs and services are regularly evaluated to ensure that they remain aligned with the college's mission and goals (I.A.3).

EVC's mission statement provides a clear and concise statement of the institution's purpose and is easily accessible on the college website. It outlines the College's core values, as well as its commitment to providing quality education and service to its students and the community. The mission statement is periodically reviewed and revised as necessary (I.A.4).

Conclusions

The College meets the standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations

EVC is committed to ensuring academic quality and institutional effectiveness through sustained dialogue about student learning. The College recognizes the program review and learning outcomes assessment areas can be further strengthened, particularly in the routine reporting of learning outcomes assessment data and gaps in data disaggregation, especially with regards to race/ethnicity and gender. EVC is working to implement the CurriQunet curriculum management system for assessments and program review, update SLOs and PLOs, and to connect learning outcomes assessment reporting to the learning management system for easier access to reporting mechanisms and enabling the disaggregation of data by demographic groups.

Findings and Evidence

EVC has a structured process that prioritizes the discussion of student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. These structured processes occur regularly and provide opportunities for improvement planning and activities. Through various committees, EVC has created an infrastructure that allows for outcomes analyses through a review of data, surveys, evidence of achievements, and overall evaluation of student learning with a focus on equity gaps. An example of how college-wide dialog led to strategies to improve student outcomes was through the implementation of student voice surveys. EVC incorporated student voice and inclusion in the learning outcomes to address issues related to student belonging and their impact on success (I.B.1).

EVC demonstrates evidence of student learning outcomes (SLOs) through the inclusion of SLOs in course catalogs, course curriculum content, and course syllabi. These materials are available both in print and online, with course syllabi accessible through Canvas and as handouts. The College also uses a Service Area Outcome (SAO) Development Guide to define service area outcomes and assess core service areas. SAOs are assessed continuously and on-going by

program and support service area level. The College has an institutional structure that calls for regular assessment of all instructional programs, with learning support and student support areas engaging in continuous discussion with student groups for student-centered approaches (I.B.2).

The College reports institutional-set standards in the Educational Master Plan and implements college-level goals that include institutional-set standards and aspirational/stretch goals with data shared on the Institutional Effectiveness website. Academic achievement outcomes are posted on the website. The Institutional Effectiveness Committee discusses student achievement metrics, and the Student Equity Committee evaluates programs and services to address equity goals with efforts to support disproportionly impacted groups. EVC has established institutional set-standards for student achievement and uses data to improve outcomes and decrease equity gaps through participatory governance processes (I.B.3).

EVC organizes its institutional processes to support student learning and student achievement through the Educational Master Plan, Program Review, Student Learning Outcomes, Faculty Hiring Prioritization, and Classified Hiring Prioritization. Each component of this organization requires FTEs, enrollment, retention, and completion data to indicate needs. The Education Master Plan outlines the intent to support student learning and achievement. Program review processes require data related to FTEs, enrollment, retention, and completion. SLO data are needed for program review and alignment of the SLO assessment is required. Faculty and classified hiring prioritization use assessment data for program needs. (I.B.4).

The College has a program review process that assesses program effectiveness through data analyses and evaluation of program goals, student learning outcomes, and student achievement. The program review process includes regular assessment reports and uses evidence to support recommendations for improvement. The College has set review timelines for different programs and courses of study, as well as service areas and units. The program review process helps the College to inform campus and community, determine priorities, allocate resources, and fulfill accreditation requirements. Each program recommendation is tied to at least one strategic initiative, and quantitative data is used throughout the process, disaggregated by student data, program type, and mode of delivery. EVC uses program review to continuously improve institutional effectiveness and serve its diverse community (I.B.5).

The College appears to use disaggregated data to allocate institutional funds, especially with regard to Student Equity and Achievement, to support disproportionately impacted students. Program review allows the College to analyze learning outcomes and achievement for subpopulations of groups. The institution acknowledges that disaggregation of learning outcomes for subpopulations can become more precise (I.B.6).

EVC regularly reviews policies and procedures, institutional planning and evaluation processes, program review processes, resource allocation processes, and decision-making processes. They regularly assess areas of the institution to ensure academic quality and achievement of the

College mission. The EVC College Council provides oversight for the review process and creates timelines for review. Assessment processes take place across campus and are disseminated across collegial consultation committees. The team suggests that a more formalized process be created for the evaluation of the governance process (I.B.7).

EVC demonstrates broad communication of evaluation and assessment results through various methods such as presentations, reports to the Academic Senate, updates to College Council, and the President's newsletter. The results are shared with the campus community and stakeholders through participatory governance committees, meetings, and professional development day. The data and analysis results are used to generate feedback and discussion to support and set institutional priorities, as well as recommendations for improvements in student services (I.B.8).

EVC has an overall strategic planning process that includes program review, key planning processes, and resource allocation to achieve institutional goals. The process helps the College evaluate its progress and provides transparency in targets and goals to accomplish its mission. The College conducts regular program reviews to improve institutional effectiveness and academic quality. The reviews engage all major units of the College to assess each program's strengths, weaknesses, planning goals, and resource allocation. The review also helps with short- and long-term budget and resource allocation planning. The Strategic Plan 2019-2022 aligns with the Educational Master Plan (I.B.9).

Conclusions
The College meets the standard.

I.C. Institutional Integrity

General Observations

EVC provides documentation of its mission, programs and learning outcomes. The college catalog addresses all required content, and the website is regularly reviewed. The institution provides information to students that facilitates high quality education, student achievement and student learning. The College also advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. EVC describes itself in consistent terms to all its accrediting agencies and communicates changes in its accredited status to the Commission, students, and the public.

Findings and Evidence:

EVC assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and the community related to its mission statement, learning outcomes, educational programs, and student support services. The institution provides accurate information to students and the public about its accreditation status with all of its

accreditors. The College's mission, educational programs, learning outcomes, and accreditation status are effectively communicated both electronically and in print (I.C.1). The College also describes a regular review process for their website.

EVC 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." This requirement is met as the college catalog contains all required elements (I.C.2).

EVC 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 (I.C.3). To enhance communication with the College's internal and external communities, the visiting team suggests that EVC reinvigorate and update the process of publishing an annual report.

EVC describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The College meets this requirement as their catalog description for each certificate/degree includes an explanation of its purpose, content, course requirements, and expected learning outcomes (I.C.4). The team observed that the catalog description for CE programs contains industry employment data.

EVC regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. This requirement is met as demonstrated by examples of board policies and administrative procedures as well as the mission statement (I.C.5). The visiting team suggests that EVC review and update all of its planning documents and processes, along with District policies and procedures for consistency of language and cycles of review (I.C.5).

The College accurately informs current and prospective students regarding the total cost of education**,** including tuition, fees, and other required expenses such as textbooks and instructional materials. The catalog contains information on tuition, fees, and other required expenses (I.C.6).

The institution uses and publishes governing board policies on academic freedom and responsibility and these policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students (I.C.7).

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 (I.C.8).

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. EVC meets this requirement as their board policy and AFT bargaining unit agreement establish clear expectations (I.C.9).

EVC does not require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views (I.C.10).

EVC does not operate in foreign locations (I.C.11).

The College 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 requirements within a timely manner set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. This requirement is met as the College demonstrates evidence of all required reports on their web site (I.C.12).

The College 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 its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. This requirement is met as the institution complies with the regulation on public notifications (I.C.13).

The College 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. EVC meets this requirement as evidenced through their policies and procedures (I.C.14).

Conclusions

The College meets the standard.

Standard II
Student Learning Programs and Support Services

II.A. Instructional Programs

<u>General Observations</u>
Evergreen Valley College offers programs that align with the mission, are appropriate to higher education, and lead to student achievement of learning outcomes, degrees, certificates, employment, career preparation/advancement, and transfer. Programs incorporate a substantial component of general education ensuring breadth, depth, and rigor appropriate to higher education. EVC is working diligently to improve the processes that support student learning.

<u>Findings and Evidence</u>

The team confirmed all instructional programs offered by the College, regardless of means of delivery, including distance education, are offered in fields of study consistent with the mission and are appropriate to higher education. Programs are regularly assessed through the program review process and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. The College does not offer correspondence courses (II.A.1).

Faculty, including full-time, part-time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction of the institution meet generally acceptable academic and professional standards and expectations. The faculty conduct regular review of curriculum in program review, where success data is disaggregated by demographic groups and compared to success rates of the College overall (II.A.2).

The College has identified learning outcomes for courses, programs, certificates and degrees using established institutional procedures and a sampling of Course/Program Outlines of Record and syllabi. The committee verified that all syllabi include student learning outcomes as listed on the officially approved course outlines through the random sampling of five percent of active course syllabi provided for review. The College is aware that all faculty are not participating in regular SLO assessment and has made significant efforts to increase participation, evidenced by professional development activities, SLOAC coordinator emails, and SLOAC recommendations and minutes (II.A.3). At the time of the focused site visit, the SLOAC coordinator reported 99% of all courses had been assessed and over 87% of all program outcomes had been assessed.

The College has eliminated pre-collegiate level English and mathematics and offers elective support courses for students needing additional help in English and mathematics. The College uses a numbering system to differentiate pre-collegiate courses which are still offered in ESL; however, the ESL pathway is still being clarified (II.A.4).

As evidenced by the administrative procedure and the college catalog, the College offers degrees and programs consistent with the practices common to American higher education. All degrees require a minimum of 60 units to complete and have been approved by the California Community Colleges Chancellor's Office. As demonstrated by the Guided Pathways Committee, the College reviews and adjusts course sequencing and program maps (II.A.5).

The College develops a schedule that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. The College has developed program maps through the Guided Pathways Committee and the chairs have enrollment management strategies and tools to ensure schedules provide appropriate opportunities for student completion (II.A.6).

The College uses a variety of instructional modalities and methodologies that reflect the diverse and changing needs of its students. In response to the COVID-19 pandemic, the College transitioned from primarily face-to-face instruction to providing a wide array of synchronous and asynchronous online and hybrid courses. The College joined the CVC-OEI and offers four certificates fully online and has instituted a commendable amount of professional development opportunities for faculty new to online instruction, including a three-unit noncredit course in asynchronous instruction and a one-unit course in synchronous instruction (II.A.7).

Programs like nursing and many career and technical education programs culminate in state licensure examinations created by the state or a third party. The committee verified that policies and procedures for Credit for Prior Learning, including Advanced Placement and International Baccalaureate credit, College Level Examination Program, military experience, and Transfer Credit are clearly communicated to students in the college catalog. Overall, the team observed the College was validating common examinations (II.A.8).

Course credit, degrees, and certificates are awarded based on student attainment of learning outcomes. The team saw evidence that the College has mapped student learning outcomes to program learning outcomes and verifies through assessment that credit is linked to learning outcomes. The team reviewed the policy defining the College's credit hour policy and found it reflects generally accepted norms in higher education (II.A.9).

Transfer of credit policies are outlined in the college catalog and EVC utilizes the C-ID approval and ASSIST.org for course-to-course equivalencies. Policies are in place guiding the development of articulation agreements when C-ID is not available. EVC utilized the Transfer Evaluation System (TES) to document articulations and the team reviewed the public website communicating these (II.A.10).

The team reviewed program outcome reports that demonstrate student learning outcomes linked to program and institutional 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. Most student learning outcomes have been mapped to institutional learning outcomes (II.A.11).

Board policy clearly articulates the philosophy of general education for degrees. General education requirements are communicated to students in the college catalog and linked to institutional learning outcomes, which are mapped to student learning outcomes. Faculty expertise is codified on District Council in the BP/AP review process (II.A.12).

The College offers degree programs with focused areas of inquiry, or an established interdisciplinary core as shown in their transfer degrees. Degrees include defined learning outcomes, and course outlines in these degrees are reviewed within the curriculum review and program review cycles (II.A.13).

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. The team reviewed student licensure data and advisory committee minutes and found the College monitors student proficiency and the needs of industry (II.A.14).

Policy establishes processes and procedures for discontinuance of a program (II.A.15).

The team reviewed program review reports that demonstrate regular evaluation and improvement of instructional programs offered. Additional evidence from the College explained that starting fall 2023 the Comprehensive Program Review cycle will change from a six-year to a four-year cycle. Program review is the vehicle used by the College for regular assessment of learning outcomes and the College has also aligned planning and resource allocation with program review (II.A.16).

Conclusion

The College meets the standard.

II.B. Library and Learning Support Services

General Observations

Evergreen Valley College provides library and other learning support services (tutoring, computer labs, disability support) to their College community. The services are sufficient in quantity, currency, depth, and variety to support students regardless of location or means of delivery. The pandemic forced many operations online, but since returning to campus they continue to offer both in person and virtual options of various services, such as library and tutoring services. The various services participate in program review in which they can rely on the expertise of faculty and others to select and maintain equipment, materials, or services to

enhance and achieve their mission. Program review includes assessment of meeting student needs, attainment of student learning outcomes. Results are then used to improve student learning.

<u>Findings and Evidence</u>

The College supports student learning and achievement by providing various library and other learning support services to their College community. The services are sufficient in quantity, currency, depth, and variety, regardless of location or delivery method. The college catalog, website, and communications to students highlight services, including tutoring in several campus locations for different disciplines (Campus Tutoring Center, ESL Lab, Reading Lab, Writing Center, Math and Science Resources Center, and Disabilities Support Program), open computer and business labs, computer classrooms, and a library. Students may receive tutoring in-person, online, individually, or embedded in a course. Online tutoring includes college peer tutors and outside tutors (via NetTutor). Librarians are available in person, by email, phone, chat, or teleconferencing. The library offers various remote access to databases and research guides. Library services are under a dean with guidance from a Library Coordinator with support from certificated and non-certificated staff. Users, including students and personnel, receive instruction via research guides, orientations, professional development, and meetings (II.B.1).

The College Library selects and maintains equipment and materials to support student learning and enhance the achievement of the mission through various methods. A sample Library program review shows evidence of resource requests to support student learning. Sample usage data reports, library catalog searches, and the College collection development policy support how they verify items are supporting student learning. The Learning Resources Center (LRC) maintains and assesses materials and equipment through program review and relevant committees, such as the Distance Education Committee. A sample program review for the LRC provides an opportunity for requesting equipment and materials in addition to technologies, facilitates, and staffing (II.B.2).

EVC ensures that the library and other learning support services are meeting identified student needs through the analysis of student learning outcomes and program area outcomes reviewed and assessed every two years. Analysis of these outcomes allows the College to address student needs as they arise and informs the comprehensive program review as to achievements and improvements, resources needed, and goal setting for future years. Student survey results and other data indicate that evaluation of these services contributes to the attainment of student learning outcomes (II.B.3).

EVC regularly evaluates services provided by outside services through program review to ensure effectiveness. This includes library databases or outside tutoring services used to support student learning. Evidence from department program reviews show evaluation of services, such as NetTutor (which provides tutoring on evenings and weekends) and library

databases. The district board policy on purchasing indicates that all services are also ratified by the Board of Trustees (II.B.4).

<u>Conclusion</u>

The College meets this standard.

II.C. Student Support Services

<u>General Observations</u>

The College evaluates the quality of student support services, identifies and assesses learning support outcomes for its student population, and provides appropriate student support services and programs. This is done through the College's program review process, which includes outcomes assessment and resource allocation requests. The institution assures equitable access to all of its students by providing counseling and/or academic advising programs to support student development and success in-person or online via teleconferencing and learning management system (Canvas). The College is updating online orientation to be available in multiple languages, including Vietnamese, Spanish, and English to more effectively serve their English as a Second Language students.

<u>Findings and Evidence</u>

The College regularly evaluates the quality of student support services through the established processes for service area outcomes and program review. The College identifies and assesses outcomes for its student population and provides appropriate student support services and programs to meet the needs of students and achieve the mission of the institution. Assessment data, especially gathered through surveys, is used to continuously evaluate and improve student support programs and services. Data is disaggregated to assess effectiveness of services for student populations and modalities. The College highlights that program review, surveys, and enrollment and success are all used to assess student support programs and outcomes. A new model for service area outcome development and evaluation shows a commitment to institutional improvement. The College is encouraged to continue building its new comprehensive system of service area outcomes development and evaluation (II.C.1, II.C.2).

The College provides various delivery modalities for all student service departments, including a First Stop Center. All student services are offered in-person or online (Zoom or Canvas). A chatbot has been implemented to assist students online (II.C.3).

The College's co-curricular programs and athletics programs are aligned with the mission and contribute to the social and cultural dimensions of the educational experience of its students. A focus on "social justice, equity, and opportunity" is thematic across co-curricular programs and

student leadership opportunities, and the College aims to empower and prepare students from diverse backgrounds to succeed academically and be civically responsible global citizens. Service-learning opportunities for students have brought together civic and global engagement, communication, and critical thinking skills with practical experience in basic needs services. The institution offers co-curricular and athletic programs that are conducted with sound educational policy and standards of integrity. Per Administrative Policy 6300, all programs are subject to college financial oversight in compliance with applicable laws and regulations. Evidence shows that student athletes are supported with services and are required to meet with athletic counselors' multiple times each semester. Regular practices such as mandatory study halls and progress reports forms—sent to faculty once a semester—show that athletics are conducted with sound educational policy and institutional integrity. The College tour revealed the strong relationship between the Enlasse program and the soccer team. (II.C.4).

The College provides counseling services that support student development and success. Counseling and advising materials and activities assist students with educational planning to meet academic requirements for graduation and transfer. Counseling faculty are active in professional development activities, including in support of developing new modalities and utilizing new technologies to assist students. The College employs 20 full-time counselors and 11 part-time counselors who meet the California Community Colleges' minimum qualifications and receive ongoing, intentional training to work with diverse students. The College website shows that students have access to an orientation (through the learning management system) and the ability to make an appointment with a counselor. The College has plans to improve their orientations by developing versions in Vietnamese, Spanish, and English (II.C.5).

Various board policies and administrative procedures indicate the College has adopted and adheres to admission policies consistent with its mission, which specify the qualifications of students appropriate for its programs. Admission policies are published in the college catalog and website. The College clearly states the admissions requirements for all students and specialized programs, and the College adheres to established admissions policies and procedures. The College has an Associate Degree Nursing program (ADN) with a selective admissions process outlined on the website. They previously selected students at random, but have moved to a multicriteria selection process which, according to an outcomes report, has resulted in a higher completion rate for the nursing program. Students can find the graduation requirements on the website (II.C.6).

The College evaluates admissions and placement instruments and practices through the work of the AB 705 Taskforce. The College provides guided self-placement for English as a Second Language students due to recent legislation. The plan was developed by the ESL department in collaboration with other college departments. The team suggests that the College continue evaluation of all placement processes and student achievement data to ensure effectiveness and consistency (II.C.7).

The College maintains student records permanently, securely, and confidentially in accordance with established board policies and administrative procedures. The College ensures access based on operational and supervisory responsibilities. The College provides regular training for staff regarding security of student records and publishes an annual Family Educational Rights and Privacy Act (FERPA) Notice, which includes established policies and procedures for release of student records (II.C.8).

Conclusion

The College meets the Standard.

Standard III
Resources

III.A. Human Resources

<u>General Observations</u>

EVC demonstrates that it meets Standard III.A. through the adoption and implementation of Human Resources policies and procedures consistent with state and federal laws.

<u>Findings and Evidence:</u>

The institution has well-established policies for recruiting and hiring to ensure that all personnel hired are well-qualified by appropriate education, training, and experience to meet the mission and student needs. The college adheres to all regulatory external and internal agencies, and policies and procedures, and are stated clearly in job descriptions. These practices are contained in District Board Policy 7120, Recruitment and Hiring and posted on the District's website (III.A.1).

The District's Human Resources (HR) office works with administrators to develop job announcements that include minimum qualifications and desirable characteristics to align with program and service needs. A key resource in this work is the CCCCO's Minimum Qualifications for Faculty and Administrators in California Community Colleges (III.A.2) and other qualities required by specific programs outside the accrediting agency.

The District HR Employment Services refers to the college vision, mission and values when composing job descriptions, while requiring evidence that applicants meet minimum qualifications, additional job-related desirable qualifications, and job requirements. A key resource in this work is the CCCCO's Minimum Qualifications for Faculty and Administrators in California Community Colleges, in addition to the District's hiring procedures, additionally used to ensure the qualifications of administrator applicants (III.A.3).

All degrees required for employment at the College must be from an institution accredited by an agency recognized in the United States or meet equivalency standards. Applicants with degrees from institutions outside of the United States must obtain and submit an official foreign transcript evaluation completed through an approved U.S. foreign transcript evaluation agency to ensure equivalency (III.A.4).

The College has required necessary and appropriate employee performance evaluation policies and processes for all staff. Staff are regularly evaluated on criteria specified in negotiated collective bargaining agreements or administrative contracts (III.A.5).

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

The District is committed to maintaining a sufficient number of qualified faculty members to provide quality programs and services to achieve institutional mission and purposes that are student-centered and focused on student success. The College utilizes a recently developed process for requesting new faculty, established in fall 2020 when a faculty prioritization committee was created (III.A.7).

Adjunct faculty are an integral part of the College. Employment policies and procedures for Adjunct faculty are outlined in the Collective Bargaining Agreement. Oversight of adjunct faculty is provided by the dean of the department. Professional Development opportunities for all adjunct faculty are coordinated by committees reporting to the Academic Senate, such as the Professional Development Committee, Distance Education Committee (DEC), Student Learning Outcome Assessment Committee (SLOAC) and the All-College Curriculum Committee (ACCC). Adjuncts are involved in committee work and other College activities. Adjunct faculty may serve on the Academic Senate, Institutional Effectiveness Committee, Distance Education Committee, Hiring Committees, and the Professional Development Committee (III.A.8).

The College uses an integrated planning process that utilizes program review and a newly developed Classified Prioritization Committee process to ensure instructional, student and administrative areas are operating effectively. The institution's program review provides data and systematic analysis that allows the College to examine the overall effectiveness of the institution and ensure appropriate resources are being allocated to meet the College's mission (III.A.9).

The effectiveness of the institution's administrative leadership is assessed through its 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 (III.A.10).

The District has a variety of written personnel policies and procedures, and these District Board Policies and Administrative Procedures are posted on BoardDocs for public access (III.A.11).

The District applies Equal Employment Opportunity principles 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 (III.A.12).

The District utilizes board policies to guide professional ethics and standards of conduct for all employees. For example, District Board Policy 2715, Code of Ethics/Standards of Practice, articulates the board's standards of behavior and ethical conduct expected from all its trustees and employees (III.A.13).

The District has established policies and procedures that govern professional development opportunities, which are codified in District Board Policy and Administrative Procedure 7160, Professional Development (III.A.14).

The College safeguards the privacy and confidentiality of its employees and adheres to the District's practices and procedures related to the maintenance of personnel records (III.A.15).

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations

The College organizational structure and procedures support maintenance and upgrading of facilities. The College and District use multiple means to plan and evaluate facilities and equipment: An updated 2030 Facilities Master Plan, regular updates into the CCCCO database, annual updates of the five-year construction plan, and the District's ADA transition plan. The District Standards and Campus Guidelines Handbook includes a chapter on Physical Security Standards, and the College has a Safety and Facilities Committee. Several bond measures have been passed and, in concert with the District, and are resulting in upgrading and/or replacing of facilities. Safety concerns can be reported online. The College has on-going safety training programs for employees at highest risk for industrial accidents. The College reports that the District maintains a facilities work order management database that staff utilize to report maintenance issues.

Findings and Evidence

The College and the District work in concert to provide for safety, functionality, maintenance and modernization of the facilities sufficient to meet institutional needs. This is reflected in Board policies, campus committees, planning and documentation, and bond measures currently being implemented. The College recently updated its Facilities Master Plan, an iterative effort with campus-wide input at various stages and through various means. The College is committed to upgrading and replacing facilities that are aged and no longer adequately support campus programs and services. Those efforts begin with comprehensive planning efforts at the facilities master planning stage, during which campus-wide planning outcomes identify broad goals and initiatives now reflected in the new 2030 Facilities Master Plan (III.B.1).

The College seeks to meet student learning outcomes at the course, program, and institutional levels by utilizing space such that it serves the greatest number of students as "effectively and efficiently as possible". Through Comprehensive Program Review, programs identify program needs related to renovation, upgrades, maintenance, and new and/or expanded equipment and facilities. In addition, College staff report safety concerns online; the District maintains a facilities workorder management database that staff utilizes to report maintenance issues. College end-user input/participation helps to initiate, then to finish, construction projects when furniture and equipment are identified and procured. The College addresses accessibility primarily through the District's ADA transition plan update, which identifies uncorrected issues and addresses change since the initial plan. ((III.B.2, III.B.3).

The College and the District comply with the California Community College Chancellor's Office process of updating and submitting 5-year facilities plans, yearly instructional equipment plans, scheduled maintenance plans, including total cost of ownership, and special repairs and space inventory updates (III.B.4).

The College tour during the focused site visit revealed a beautiful and well-maintained campus that was thoughtfully planned to meet the evolving needs of students. Learning, support, and gathering spaces were beautifully designed and water features, public art, murals, and outdoor lighting and signage truly made the campus warm and welcoming.

Conclusion

The College meets the standard.

III.C. Technology Resources

General Observations

EVC guides the appropriate use of technology in the teaching and learning processes through the adoption of policies and procedures that lead to effective planning for the evaluation, purchase and implementation of technologies, software and equipment that enhance instruction and student services while providing appropriate levels of security to college systems.

Findings and Evidence

The College and District collaborate to provide technology services, professional support, facilities, hardware, and software adequate to support the institution. Among the services provided by the District are an EPR, LMS, Single Sign-On Portal, and a help desk as well as Wi-Fi and Local Area Networks. The College maintains instructional technology in classrooms including computers, software, and audio-visual equipment. Technology needs are solicited

through the program review process and there is a standard equipment replacement schedule (III.C.1).

The College and District continuously plan for, update and replace technology through the annual Program Review and Strategic Planning processes. The resource allocation process is outlined in the Program Review Handbook. Technology is managed using a cloud-based management system and replacement cycles follow depending on the type of equipment. A help desk is managed by District IT; an annual survey showed high satisfaction with services provided, however there are several comments in the survey suggesting a need for additional staff to keep pace with demand (III.C.2).

The College and District have Campus Technology Support and Services and District IT Support Services to assure technology resources are implemented and maintained to assure reliable access, safety, and security. Student and employee requests are routed through a centralized help desk. In place are a single sign on, virtual private network, cloud based LMS and teleconferencing software protected by anti-virus software and multi-factor authentication. The District recently kicked off a campaign with an outside vendor to assess risks to the network and continually offers professional development to train employees to identify risks (III.C.3).

The College and District provide ample instruction and support for faculty, staff, students, and administrators in the effective use of technology through a variety of methods. The District provides a helpdesk with a chatbot for quick answers, access to online learning platforms, and instruction at Professional Development Days. The College provides trainings for classroom and meeting room technology. Training and support for online instruction is coordinated by the Distance Education Committee (III.C.4).

EVC has policies and procedures that guide the appropriate use of technology in the teaching and learning processes (III.C.5).

Conclusion

The College meets the standard.

III.D. Financial Resources

General Observations

The San Jose Evergreen Community College District and EVC have sufficient financial resources to support the mission of the college, support student learning programs, and services and promote institutional effectiveness. Processes are in place to ensure effective and inclusive planning and budget allocation, monitoring, and assessment. The District has recently attained

"community funded" or "basic aid" status and is building on the board-established minimal standard reserve of seven percent.

The College utilizes an inclusive process in budget development that supports the needs of the College in supporting and sustaining the student learning programs and services while maintaining fiscal stability. The District has policies and procedures in place to ensure that sufficient fiscal resources are available to meet the short-term and long-term needs of the District and its Colleges and that standardly accepted financial management procedures are in place, assessed regularly, monitored, and independently audited. The District and Colleges undergo annual audits for unrestricted and restricted funds, federal funds, foundation funds, and bond funds. The District promotes the fiscal health of the College by planning for adequate reserves, insurance, and employs risk mitigation strategies.

<u>Findings and Evidence</u>

The District and Colleges work together to ensure that consistent procedures are in place to allocate funds to the college to support and sustain student learning programs and services. College and District planning support the development, maintenance, and enhancement of programs and services. BP6250 Budget Management and BP6300 Fiscal Management ensure that these operations are done with integrity in a manner that supports fiscal integrity. The Board of Trustees has established an internal policy stipulating that seven percent of unrestricted ending funds are kept in reserve. Additional funds are held in reserve based upon established guidelines. The District Budget Committee and Chancellor's Cabinet plan to continue discussing budget allocation models that support the colleges, since efforts to move away from an expense-based allocation were not ultimately approved (III.D.1).

The College's mission and goals as well as the Educational Master Plan, Facilities Master Plan, and Technology Master Plan serve as foundational to budget planning in addition to an annual program review processes. The College Strategic Plan with its goals and objectives, is designed to guide the College's planning regarding organizational transformation, student-centeredness, and community engagement (III.D.2).

Financial planning and budget development at the college begin with departmental discussions among classified professionals, faculty, and administrators, and feed into the college budget via open hearings and recommendations to College Council and the President (III.D.3).

BP 6200 Budget Preparation guides District budget development involving the District Budget Committee, the Vice Chancellor of Administrative Services and ultimately the Board of Trustees. The District Budget Committee advises the Chancellor and the district council on fiscal matters. The budget realistically reflects available resources and expenditures and quarterly reports to the board and study sessions ensure transparency and integrity. Additional resources that are made available as adjustments to tax receipt are realized and allocated to the Colleges following established guidelines (III.D.4).

The College and District have internal control structures in place to effectively manage and monitor the budget. The College and District follow prudent fiscal management practices and Generally Accepted Accounting Principles (GAAP) and annual audits indicate sound processes and controls. The Fiscal 2022 independent audit indicates unmodified opinions and reflect that no actions were required from the 2021 audit (III.D.5).

The District Fiscal Services Office evaluates, develops and ensures that internal controls are maintained for all fiscal processes. Departments and divisions review and make recommendations for the budget for the upcoming fiscal year, following a governance model that includes the College Council and District Budget Committee. The annual planning process also accounts for the apportionment of resources to support student learning programs and services. Each external audit provides recommendations that align with any audit findings, and each department identified must respond in the form of an action plan. There are systems and controls in place—including checks and balances—to ensure sound financial practices and financial stability. The District Fiscal Services office routinely audits procurement card usage, materials fees, inventory, control and cash-handling processes (III.D.6, III.D.7, III.D.8).

The District has sufficient cash flow for daily operational activities and adequate reserves established in board policy and internal board procedures. Cash flow is monitored monthly, assessment of risk and a reserve help prepare the District for the future. The District maintains comprehensive insurance plans to mitigate risk through membership and pooled efforts in two Joint Powers Agreements (JPAs) (III.D.9).

BP 6300 Fiscal Management requires the District to have proper internal controls and clear delineation of fiscal responsibilities and accountability. Annual audits indicate unqualified/unmodified opinions on financial matters and compliance with federal and state grant regulations (BP 3280 Grants). The District and College financial operations are regularly audited as is the OPEB irrevocable trust (III.D.10).
Adopted budgets and quarterly reports include long-term and expenditure forecasts and risks, and the level of financial resources accounts for both short-term and long-term financial solvency. The District fund balance stands at 21.98 percent and is planning for long-term liabilities such as retiree health benefits and increases in STRS and PRS. The Other Post Employment Benefits (OPEB) Trust Fund is overfunded by approximately $12.7 million. The District faces a relatively small level of locally incurred debt (III.D.11, III.D.12).

The District and Colleges account for short-term and long-term liabilities and have appropriate controls in place to monitor processes and adherence to policies and standard budget methodologies. Short- and long-term debt obligations are reviewed in the annual budget development process. The District Foundation fund management utilizes internal controls and annual audits by an independent firm. The District's auxiliary activities include the bookstore and food service (III.D.13, III.D.14).

BP and AP 5130 Financial Aid outlines federal requirements and ensure compliance with the Title IV of the Higher Education Act. The 2019 student loan default rate is 3.3% which is well below the Federal guidelines (III.D.15).

AP6340 Bids and Contracts ensures that contractual agreements are in keeping with the mission, goals, and policies of the District. The Vice Chancellor of Administrative Services oversees the contracting function and board approval is required beyond the bid limit (III.D.16).

<u>Conclusion</u>

The College meets the standard.

Standard IV
Leadership and Governance

Standard IV.A Decision-Making Roles and Governance

General Observations

Evergreen Valley College has created an organizational structure that allows for all members of the community to access the conversations regarding the governance of the College. There is a clearly articulated committee structure that delineates the charge of each group and the channels of communication between them. The ISER and support documents display a governance structure that is cooperative, inclusive, and collegial. It appears all members of the community can access information and have some level of participation in the decision making.

Findings and Evidence

Leaders from across EVC create and encourage innovation that leads to institutional excellence. The 2019 Integrated Planning Manual delineates the flow and channels of organizational communication and makes clear how all members of the college are provided with the opportunity to voice compliments and concerns. The agendas and minutes of all scheduled meetings are made public, and any member of the community is welcome to attend. Ideas for improvement or maintaining success can be introduced at almost all meetings. One example of a formalization of process involves the Academic Senate creating a more formalized process for faculty prioritization, which informs the College president in determining which new positions will be hired. The willingness to allow all vested community members a voice indicates that regardless of official titles, when ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation (IV.A.1).

EVC has established local processes authorizing administrator, faculty, and staff participation in decision-making processes. To ensure members' voices are heard, EVC established and implemented policies and procedures authorizing administrators, faculty, and staff to participate in the decision-making policies. All stakeholders in the College are identified in Board Policy 2510 and their participation in the governance of the College is actualized in the 2019 Integrated Planning Manual (IPM). The IPM describes in detail the processes for decision-making. There are many provisions that allow for student participation and the consideration of student views in the matters in which students have a direct and reasonable interest. The IPM explains how the decisions are reached via committee, how those committees interact with one another, and the specific operations of each committee, thus making clear how individuals bring forward ideas and work together (IV.A.2).

The roles of administrators and faculty are clearly defined through board policies and actualized in the committee composition of the constituent groups in the shared governance process

delineated by the IPM. All constituent groups are allowed to participate in some element of the decision-making process. The team suggests that the link between program review and budgeting become more clearly articulated to ensure a more substantive voice in the process (IV.A.3).

The IPM at EVC is well-defined and allows faculty and academic administrators to have responsibility for recommendations about curriculum and student learning programs and services. The All-College Curriculum Committee and Student Learning Outcome Committee and Assessment Committee work to assist the field experts at the granular level to ensure the quality, relevance and currency of courses. Approved work by these groups is then forwarded to the Academic Senate, who then passes recommendations to the SJECCD Board via College Council (IV.A.4).

EVC ensures appropriate consideration of relevant perspectives with the IPM. The manual aligns expertise with responsibility for decision making and provides instances that ensure plans, policies, curricular changes, and other key considerations are provided timely action. It may benefit the College to consider constructing an overarching workflow chart so that timely action on all parts can be seen as a comprehensive whole (IV.A.5).

The processes for decision-making and the resulting decisions are well documented and easily accessed on each committee's website. The team encourages all committees to post current minutes. All vested community members can access this information and are directed to this information through a variety of other channels, including presentations across the campus by various groups, the president's newsletter, and open forums held by the president and District (IV.A.6).

EVC regularly evaluates leadership roles and institutional governance and decision-making policies, procedures, and processes informally and formally. This includes self-evaluations of the Board of Trustees, the Academic Senate, and the Classified senate. The results of these evaluations are made public on the respective groups web page. The team suggests that all forms of evaluations be made transparent (IV.A.7).

Conclusions

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations

The District's Chancellor delegates operational authority to the President of Evergreen Valley College through board policy to provide institutional leadership in establishing the College's structure, mission, vision, values and regular planning activities that include establishing and

adjusting strategic goals, budget development, academic programs and services, as well as staffing needs. The College President has documented regularly reporting of the College's institutional effectiveness, finances, outcomes and institutional set standards. There also is evidence of regular and effective communication with faculty, staff and administration and students through the college's governance structure meetings, as well as electronic and printed media.

Findings and Evidence

San Jose Community College District's Board Policy 2430, establishes and confirms the Board's delegation of authority to the Chancellor, and the chancellor's ability to delegate authority to college administration, while Administrative Procedure 2430 affords the Chancellor the authority to delegate full responsibility and authority to the College's President to implement and administer delegated policies and accountability for college operations, as seen in their job description. There is documentation that the President has the primary responsibility of ensuring quality of all educational programs and services offered by the College in serving the students and the community-at-large. The CEO is authorized to provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The District has policies, procedures, and practices that delegate authority to the President for hiring, financial and decision-making, and that help define the role and responsibilities of the college president. Professional Development and communication were also noted as important components of leadership at EVC, as demonstrated by evidence that the President collaborates with the faculty and classified senates to develop and support opportunities that are connected to the college mission core values of equity, opportunity, and social justice. An example was noted in spring 2021 and 2022, were 47 faculty participated in a professional development opportunity, "EVC Educators Taking Action: Humanizing Curriculum and Instruction Faculty Inquiry Groups" (IV.B.1).

EVC's organizational structure describes the President as supervising three vice presidents, as direct reports. The Vice President of Academic Affairs oversees all instructional programs and services offered by the College. The Vice President of Student Affairs oversees the Dean of Enrollment Services, the Dean of Student Success, and related student service departments. The Vice President of Administrative Services has no Directors who oversee operational units such as Business Services, Grounds, Custodial, Facilities, and CTSS. As part of the College's governance structure and processes, regular meetings between the constituency groups also keep the President informed of the College's overall status so that the President also can communicate college status to Chancellor. Although decision making is informed by data and guided by participatory governance, the President is documented as having final authority as institution's decision maker (IV.B.2).

EVC's Board Policy and Administrative Procedure 3250, which addresses Institutional Planning, delegates authority to the President for institutional planning and guidance of institutional

improvement of the teaching and learning environment. The College embraces transparency and collaboration in planning, as demonstrated by records of the President's bi-weekly College Council and Administrator Council meetings, as well as collaboration with key college governance committees focused on curriculum, learning outcome assessment, student achievement and program review. College governance groups are noted to regularly review a variety of reports on institutional performance, specifically at Cabinet and College Council. The President also has documented collegial processes that set values, institutional goals and planning priorities, including recent revisions of the College's Educational Master Plan (EMP). In addition, evidence shows that the President facilitates Institutional Effectiveness Committee (IEC) meetings to ensure that the College sets appropriate floor and aspirational Institution Set Standards (ISS), as seen in the EVC Annual Report (IV.B.3).

The CEO has the primary leadership role for accreditation, but in accordance with SJECCD Administrative Procedure 3200, the President assigns the College's accreditation liaison officer (ALO) to organize and facilitate campus-wide accreditation efforts. The College accreditation committee structure utilizes a tri-chair model, including classified professionals, faculty, and administrators to lead campus discussions. The President ensures that adequate resources are provided to support the accreditation processes, including staffing to support the self-evaluation effort, as well as effective communication that specifies periodic updates by the ALO and tri-Chairs members to all stakeholder groups. In addition, evidence shows that accreditation updates are provided during the semester Professional Development Days (PDD) (IV.B.4).

At EVC the President 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, as demonstrated in Board Policy 2410. District Board Policies and Administrative Procedures undergo regular review and are updated by the Board of Trustees, the Chancellor, the President, and the college constituent groups, as are the College's mission and goals. SJECCD Board Policy 6100, Delegation of Authority, Business & Fiscal Affairs, also requires the President to establish processes to ensure the College's fiscal management is in accordance with the principles outlined in Title 5. The President has a documented record of adhering to these prescribed fiscal responsibilities, as she regularly reviews the budget with the Vice President of Administrative Services and performs a detailed analysis of revenues and expenditures each year. The CEO also actively participates in the budget development process by meeting with the College Budget Committee, her executive team, district administrators and other college leaders each year and maintains her accountability to the Board and the college community by providing regular financial reports at Board and College Council meetings, and to employees and the public via email messages and open-forum settings. The President has final authority to approve resource allocation requests and has continued to demonstrate sound leadership in fiscal matters (IV.B.5).

The President of Evergreen Valley College also communicates effectively with members of the College and the community regarding ongoing and current events, including proceedings of the governing board. The President's newsletter Tammeil's Tidbits, and EVC Updates newsletters are sent regularly to communicate highlights of accomplishments, announcements, and news events. The College also has demonstrated a long and prominent history in the Evergreen and East Side Union High School service areas, as well as a positive relationship with the many constituents of the community maintained through participation in formal campus events and regional college activities (IV.B.6.).

Conclusions

The College meets the Standard.

IV.C. Governing Board

General Observations

The San Jose Evergreen Community College District is governed by a seven-member publicly elected board. Each trustee is elected by community members within a designated district and two student trustees serve on the board in an advisory capacity. The board has established a comprehensive set of board polices and administrative procedures, which delineate board duties, conflict of interest, governance processes, and delegation of authority to the chancellor and college presidents.

The Board of Trustees of the SJECCD operates based upon a comprehensive set of board policies and administrative procedures that guide academic quality, integrity, effectiveness and impact of student learning programs and services, as well as the effectiveness and financial stability of the District. Board policies govern board duties and responsibilities, code of ethics, conflict of interest, selection and evaluation of the chancellor and delegation of authority for operational matters.

Findings and Evidence

BP2010 delineates board membership and election by trustee areas. BP/AP 2410 delineates function including overseeing the District's academic quality, effectiveness, outcomes, student services and fiscal stability. BP2330 on quorum and voting as well as BP2715 Code of Ethics define decision making and stipulate that the authority rests with the board majority and not with individual trustees. BP2431 and 2435 clarify the process used for selection of the chancellor and evaluation, respectively. The District is currently in the process of selecting a permanent replacement (IV.C.1, IV.C.2, IV.C.3).

A number of board policies and a 2017 internal board document termed "Board of Trustees Ends Policies and Governance Principles" pertain to the functioning of the Board of Trustees and serve to ensure the board acts as an independent decision-making body acting in the best interest of the District. BP 2200 Board Duties and Responsibilities, BP2710 Conflict of Interest, and BP2715 Code of Ethics/Standards of Practice reflect the public interest. The public has opportunities to comment on items on the agenda or not on the agenda during regularly scheduled board meetings. The board regularly hears reports on student success and equity metrics as reflected in board minutes, and the board's self-evaluation. The board also receives regular reports on fiscal and legal matters by the vice chancellor of administrative services (IV.C.3, IV.C.4, IV.C.5, IV.C.6).

BPs 2010, 2200, and 2210 outline board membership, duties, and responsibilities including officers of the board. The governing board acts in a manner consistent with its policies and recently moved from a 3-year cycle of review to a 6-year cycle of policy review (IV.C.7).

As evidenced in the board's self-evaluation, to ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality through reports on the trend data of the Ends Policy metrics of student success and community impact by the Office of Institutional Effectiveness and Student Success (OIESS) and other staff (IV.C.8).

BP2100 outlines board terms of four-years and staggered elections of approximately half the board members to provide continuity. New board member orientation starts during the candidate filing stage when the chancellor provides information on the District and extends an invitation to meet. Board members are encouraged to attend two board development conferences and participate in study sessions (IV.C.9).

The board participates in regular self-evaluation and discussion. At the end of each meeting board members evaluate their performance and interaction. BP 2745 indicates the board engages in formal self-evaluation annually. Evidence provided from the 2022 self-evaluation indicates that indicators have been diminishing since 2017/18 and notes points of strength and areas of improvement. BP2715 Code of Ethics is reviewed regularly, and outlines expected trustee behavior and means to address any charge or complaint of misconduct and potential consequences. BP2430 delegates responsibility to the District Chancellor to operate the District operations. Additionally, BP2200 Board Duties and the internal board document titled "Board of Trustees Ends Policies and Governance Principles" also stipulate delegation of authority to the chancellor (IV.C.10, IV.C.11, and IV.C.12).

Board Policy 3200 requires the District chancellor to keep the board informed and up to date on accreditation, eligibility processes, and processes involved. The board is kept up to date through presentations and review of institutional ISERs prior to submission (IV.C.13).

Conclusions:

The College meets this Standard.

IV.D. Multi-College Districts or Systems

General Observations

SJECCD is comprised of two accredited colleges supported by a District Office. The organizational structure of the District is defined by the chancellor in collaboration with stakeholders to ensure that the organizational structure supports the needs of the Colleges and delimits responsibilities and functions. Through policies, documents, and committee structures, the SJCCD District and Colleges function together to support the effectiveness and missions of the Colleges and the District.

Findings and Evidence

BP3100 Organizational Structure defines the chancellor's responsibility to ensure that an organization structure supports the needs of the Colleges and delimit responsibilities and functions. The SJCCD functional map further delineates District and College functions (IV.D.1)

AP2430 establishes the chancellor as the chief executive officer of the District, who delegates full responsibility and authority to the College presidents to implement and administer delegated policies without interference and holds college presidents accountable for the operation of the Colleges. BP/AP2436 authorizes the District chancellor to conduct evaluations of the College presidents at least annually and the evaluation process is developed by the chancellor with input from the Board of Trustees in keeping with policy, the president's job description, and performance goals (IV.D.2, IV.D.4).

BP6200 and 6250 and BP/AP 6300 clarify the process for budget preparation and management through the vice chancellor of administrative services in collaboration with the district RAM Committee (or taskforce) and District Budget Committee. The RAM reviewed the allocation model after study and proposed a model that was ultimately not agreed upon by its membership (IV.D.3).

BP/AP 3225 directs each college and the District to communicate goals on student performance and outcomes. The College strategic plans are aligned with the District's strategic priorities and the College facilities plans, and educational plans are the basis for the District's facilities and program planning and implementation (IV.D.5).

SJECCD's District Council plays a central role in governance, bringing stakeholders together monthly to discuss issues, share information, and make recommendations to the chancellor. The chancellor's cabinet meets weekly to ensure communication and planning occurs effectively across the District (IV.D.6).

The District and Colleges use both formal and informal processes to evaluate effectiveness, identify gaps, and address areas of improvement. The District recently moved from a 3-year cycle of policy review to a 6-year cycle. An assessment of the delineation of functions was recently conducted and areas of improvement have been identified. Committees are asked to assess their effectiveness and make adjustments as needed (IV.D.7).

<u>Conclusions</u>

The College meets this Standard.

Quality Focus Essay

The team applauds the College's work on humanizing the institution through antiracist inquiry and reflection, which is aligned with the Commission's Social Justice Policy. The College's efforts focus on several areas including: curriculum and instruction, student services, research and communication, and professional development.

Curriculum and instruction efforts include 45 faculty participating in a semester-long Faculty Inquiry Group that resulted in five anti-racism projects, including Ethnic Studies service learning, a curriculum committee task to explore models of Course Outlines of Record that include equity and cultural responsiveness, and conversations about incorporating anti-racism throughout all Institutional Learning Outcomes. Focus on student services includes classified professional leaders working through a Caring Campus program to strengthen relationships & service between students and classified professionals. They plan on additional work in this area to develop and implement Student Success Teams to align with Career and Academic pathways. Research and Communication efforts in this area include training college employees to conduct focus groups to understand and react to the campus climate for racially minoritized students and centering student voices into the development of the Educational Master Plan along with including equity benchmarks. The College's newly adopted mission, vision, and values includes a call to action to reduce equity gaps. Professional development efforts will include convening new faculty inquiry groups and developing and implementing a new equity, inclusion, and social justice focused employee orientation.

The College launched a cohort-based first-year experience model to more effectively support all entering students. The College continues to recognize the disparities for traditionally underrepresented students on student learning achievement and has identified additional work to complete that includes objectives, outcomes measures, and timeline. Some of the objectives are completed, some in progress, and some are to be addressed.

The team recognizes the work of the College to focus on, assess, reflect, and identify actions to reduce the disparities of underrepresented students. This work is reflected throughout the College's ISER and supports the College's mission, vision, and values. The goals are holistic and cover different focus areas that infuse the work at all levels from planning to instruction and student services and at all employee levels including classified professionals, faculty, and administration. It is clear that the College is committed to transforming and improving student success and achievement.

Appendix A: Core Inquiries
March 28, 2023 Team ISER Review

INSTITUTION: Evergreen Valley College

DATE OF TEAM ISER REVIEW: March 28, 2023

TEAM CHAIR: Sunita V. Cooke

Evergreen Valley College is one of two colleges within the San Jose-Evergreen Community College District and is undergoing comprehensive reaffirmation of accreditation in fall of 2023. A ten-member accreditation peer review team conducted Team ISER Review of Evergreen Valley College (EVC) on March 28, 2023.

The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the College's self-evaluation document (ISER) and related evidence approximately two months prior to the Team ISER Review. Team members found the ISER to describe the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the College community including faculty, staff, students, and administration. The ISER contained some self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the chair and vice chair attended a team chair-training workshop on December 1, 2020, and held a pre-review meeting with the College CEO on Friday January 13, 2023. The entire peer review team received team training provided by staff from ACCJC on February 9, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further investigation, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US Department of Education regulations. In the afternoon, the team further synthesized their findings and identified that there were no core inquiries given the evidence which demonstrated the standards were met.

Three representatives of the team will participate in a Focused Site Visit the week of October 2, 2023. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues that might arise during the visit.

College Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified no core inquiries that relate to potential areas of clarification or improvement.

District Core Inquiries

Based on the team's analysis and collaboration with the San Jose City College team, there were no core inquiries identified that relate to potential areas of clarification or improvement.