REPORT OF THE WSCUC VISITING TEAM
SEEKING ACCREDITATION VISIT 1
(Institutions Seeking Initial Accreditation)
To

San Joaquin Valley College
August 11-13, 2020

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The team evaluated the institution under the WSCUC Standards of Accreditation and prepared this report containing its collective judgment for consideration and action by the institution and by the WASC Senior College and University Commission. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. Once an institution achieves either candidacy or initial accreditation, the team report and Commission Action Letter associated with the review that resulted in the granting of either candidacy or initial accreditation and the team reports and Commission Action Letters of any subsequent reviews will be made available to the public by publication on the WSCUC website.

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SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Visit

- Provide background information on the mission and nature of the institution, including brief history, location(s), size, levels and kinds of degrees awarded.

San Joaquin Valley College is a private, proprietary college with seventeen branch campuses throughout California and an online-education division. From its founding in 1977 as a source for training in medical assisting, it has expanded to its current seventeen campuses and online division, and offers certificates and associate of science degrees in allied health fields, business office administration, construction management, and the skilled trades. SJVC currently offers a post-licensure bachelor's in Respiratory Therapy and has approvals in place for three more.

SJVC holds programmatic accreditation for eleven of its programs and provided information to that effect in its report. ACCJC accreditation was initially granted in 1995 and was most recently re-affirmed in 2019. The college is owned and run by San Joaquin Valley College, Inc. (SJVCi) and is overseen by a Board of Governors (please see the discussion of Standard 3 for more information about the management and delegation of decision-making authority at SJVC). SJVCi also owns Carrington College, and has established Ember Education to provide operational services through an informal service level agreement to both institutions.

- Indicate whether the institution has off-campus sites or distance education programs and, if so, which ones were reviewed as part of this visit. A report on any such matters must be included as an appendix and discussed, as appropriate, within the body of the report.

The campuses and online division enroll approximately 4500 students. The Visiting Team conducted remote interviews at four campuses (Hesperia, Ontario, Temecula, and Visalia)

and met virtually with staff and faculty from the online division. Reports are included in the appendix.

- Indicate any new degrees added since the institution was granted Eligibility.

    - Health Care Management (BS)
    - Dental Hygiene (BS)
    - Registered Nursing (BS)

B. The Institution's Seeking Accreditation Visit 1 Report: Alignment with the Letter of Intent and Quality and Rigor of the Review and Report

1. Describe briefly the intended outcomes for the Seeking Accreditation Visit 1 as set forth in the institution's Letter of Intent, and the approach that the institution adopted for the review. The way in which the institution implements the Letter of Intent is an indicator of its commitment to engage in serious self-review and improvement.

The Visiting Team found that SJVC addressed the Eligibility Review Committee's concerns in the Letter of Intent and followed up on the progress of those initiatives in a thorough and well-documented fashion in the Seeking Accreditation Visit 1 (SAV1) report. Briefly, the concerns touched on areas of institutional governance, faculty governance and scholarship, and the integration of formal program review processes into overall institutional improvement. The team was able to pursue these areas at length during the visit, and found that the institution has incorporated the Committee's recommendations into its overall commitment to continuous, data-driven decision-making. See below, sub-heading C, for more specific information about the Eligibility Committee's recommendations and SJVC's response.

2. Describe the overall quality of the Seeking Accreditation Visit 1 Report and its value in the review process.

The team found the SAV1 report to be clear, well-organized, and supported by evidence. The institution documented the involvement of staff, faculty, and senior leadership in the preparation of the report as well as in the integration of Eligibility Review Committee (ERC) recommendations into SJVC institutional processes.

The report shows an institution for which data-driven improvement and collaboration are core values. SJVC committed itself to a rigorous process of self-review as part of its application for WSCUC accreditation, and has, as a result, developed and implemented a number of initiatives designed to make fundamental improvements to the operation of the institution. The team was able to see the result of this current cycle of review and revision at every level, and to verify that processes documented in the report had been incorporated into the institution's practices. The team also found that the data-driven approach college operations detailed in the SAV1 report is, in fact, a key aspect of the institutional culture.

Throughout all levels of the college, staff and faculty refer consistently to their access to data as an integral part of their effectiveness in their roles, and the team saw numerous examples of large and small changes made in response to problems identified by the data.

C. Response to Issues Raised in the Eligibility Review Committee Letter

- Set forth each major recommendation of the Eligibility Review Committee letter, and provide a brief description and analysis of evidence showing how the institution has responded. If an issue remains a concern and is discussed in Section II or III of the team report, this section may refer to content in those sections.

- ***EC 5 Improve monitoring of programs to avoid further sanctions from programmatic accreditors (CFR 4.1)***

In the Letter of Intent, SJVC described the development and planned implementation of a new, multi-part system for overseeing those programs holding programmatic approval or state approval. The Programmatic Accreditation and State Regulatory Compliance Health Check and Monitoring System (Health Check) includes enhancing leadership capacity at the program level and facilitating better communication between SJVC's Central Administrative Office, program leadership, and external regulatory bodies. In the SAV1 report, the institution discussed the initiation of systematic training for program directors and provided attendance records for trainings held in 2018-19.

Another part of the Health Check was the development of a Programmatic and Regulatory Tracking Tool. This tool was implemented alongside a comprehensive audit process incorporating audit training; the SAV1 report provided an audit calendar and documented the twenty-one program audits held in 2019. At the time of the visit, the team was invited to view the Health Check System and discuss its use with program leadership; all programmatic accreditations and state approvals were documented to be in place.

- ***EC 7 Make further changes in governance practices in order to come into full compliance with the WSCUC Governing Board Policy CFR 3.9***

In response to this directive, SJVCi and the college's Board of Governors embarked on a comprehensive review of the Board's governing policies, which culminated with the submission for WSCUC review of a significantly-revised set of Board bylaws. The Letter of Intent detailed this process, which involved an external consultant and the assistance of WSCUC Vice President Christopher Oberg. The SAV1 report provides evidence of the adoption of the new bylaws by the Board. Further detail on the governance of SJVC is provided in the discussed of Standard 3, below.

- ***EC 10 Implement changes in curriculum, learning outcomes, faculty, and administration in order to prepare for offering bachelor's degrees (CFR 2.2a)***

  In its Letter of Intent, SJVC outlined its plans to add three additional bachelor's degrees (in Dental Hygiene, Health Care Management, and Nursing) to its current post-licensure BS in Respiratory Therapy. As part of these plans, the college identified the resources the institution would be developing in order to successfully launch, support, and sustain these programs. In the SAV1 report, the institution discussed its enhancements to curricular and program review processes, including the development of a new, comprehensive Program Review Dashboard and its plans to expand the disaggregation of student performance data. In addition, the inauguration of a faculty-run Academic Council (discussed below), has allowed the faculty to take a more active leadership role in the development of curricular and pedagogical resources and the assessment of faculty qualifications and ongoing mentorship of new faculty.

  During the visit, the team was able to view these resources and engage in discussion with members of the Academic Council as well as faculty mentors, subject-matter and curricular experts, and program leaders from across the institution. The team also had the opportunity to discuss the institution's implementation of the Scholarly and Creative Work Program as well as institutional support for faculty development over a wide range of areas including continuing professional education and development of competencies relating to teaching, learning, and working effectively with SJVC's particular student population. Please see the discussion of Standard 2 for more information on the purposeful integration of faculty leadership and the use of program-review resources into the institution's baccalaureate-level degree planning.

- ***EC 13 Review faculty governance practices in advance of SAV1 (CFRs 2.4, 3.10)***

  In preparation for its Letter of Intent, SJVC undertook an exploration of faculty governance models at other institutions, and then worked with baccalaureate-level faculty and the director of eLearning Curriculum & Instruction to develop recommendations for the

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integration of a faculty governance body into SJVC's existing academic leadership processes. In 2019, a policies and procedures document establishing a faculty-run Academic Council was approved by the Board of Governors and college senior leadership, and meetings began in the fall of 2019. These policies, including the policy governing the Council's nominating procedure, were provided as part of the SAV1 report.

During the visit, the team had the opportunity to meet with the chair of the Academic Council, and was able to gain some insight into their working processes and scope of responsibility.

SECTION II. EVALUATION OF INSTITUTIONAL COMPLIANCE WITH WSCUC'S STANDARDS

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Standard 1 looks at the way in which an institution approaches the education and the integration of its educational mission into its internal processes. The team found the institution meets Standard 1 at a level sufficient for Initial Accreditation.

Institutional Purposes (CFR 1.1-1.2)

The Visiting Team found that fulfilling the institutional mission is a core cultural value at of San Joaquin Valley College (SJVC). The college's baccalaureate, associate, and certificate-level programs and its campuses (including its distance learning division) focus on providing career education aligned to area employer needs in its Central Valley locations. During the visit, the team was able to see that awareness of and commitment to the college mission is pervasive throughout the organization. That commitment extends to a singular focus on quality assurance and compliance with the guidelines established by the college's programmatic accreditors, certification and licensing boards, and state and federal regulations.

Achievement is assessed at numerous points throughout the student's lifecycle, and includes measure of attendance, course- and program-level academic progress, and program completion. Results are shared across campuses and programs, and used to evaluate the overall health of programs on an ongoing basis. The college devotes significant financial and technological resources to program review, and supports continuous improvement through data dashboards, compliance audits, and ongoing, paid professional development for faculty and program staff.

SJVC's student achievement data is made public on its website and includes the disclosure of rates at which students succeed in gaining professional certification/licensure. For

programs where certification/licensure are required for employment, SJVC sets program- and campus-specific targets, and incorporates target achievement success within annual and periodic program reviews.

Integrity and Transparency (CFR 1.3-1.8)

The visiting team reviewed a wide variety of college policies and spoke to staff, faculty, program and curriculum management, and the leadership teams at SJVC, SJVCi, and Ember Education, the college's service provider. While SJVC had made a number of changes in response to the WSCUC Eligibility Review Committee's recommendations, it is clear that SJVC is a process-driven organization, and that the policy changes put into place slotted easily into the organization's overall structure and culture.

In particular, the college's policy on Academic Freedom across the campus-based and distance education was reviewed and the lack of a due process policy was noted. In the SAV1 report, the institution provided evidence of the approval of this policy by the Board of Governors. In its review of the nascent Academic Council, the team found that responsibility for pedagogy, curriculum, and ongoing professional development and support was shared between the Academic Council and program management, and includes extensive input from external accrediting/licensing boards and the professions for which SJVC students are studying.

The team also reviewed the work of the new Diversity, Equity, and Inclusion committee, and found that, at the campus level, faculty and staff are drawn from the populations SJVC serves. Diversity training is included in onboarding for new faculty, and touches on the issues first-generation students and students from lower socioeconomic groups can face in attending college. Additional work in this area is underway for both the on-campus and distance education programs. SJVC is extending its capacity to disaggregate its student progress and achievement data, and has targeted its African-American students for additional resource provision; SJVC

shared the improvements seen recently, while noting that its Hispanic students continued to perform at higher levels overall. The institution is encouraged to continue the process of leveraging its data collection and provision for the benefit of all students at SJVC.

Relatedly, the team feels confident in stating that SJVC is an education-driven organization. Students and student achievement are its singular focus. The institution deploys significant resources toward ongoing monitoring of student progress and achievement and the overall effectiveness of the curriculum in guiding students not just toward graduation but into professional employment.

Information about student outcomes is broadly shared with prospective students and the various entities charged with overseeing professional standards for qualification and licensing. Many of these disclosures are mandated by state and federal regulations and by guidelines within the professions SJVC serves, and the institution maintains staff at the senior leadership and programmatic levels who work as a team to ensure that program staff and the public have access to the information they need to evaluate the performance of the SJVC.

SJVC's SAV1 report and the infrastructure behind the development of that document and its supporting evidence speak to an organization with significant capacity to capture and deploy information about its own effectiveness, and the institutional willingness to engage in ongoing goal-setting and improvement. Issues noted by the Eligibility Committee were addressed, and improvements put into place and on the schedule for review and evaluation. In the short term, SJVC has streamlined its programmatic oversight, bringing the college into compliance with all of its programmatic accreditors. As SJVC moves into its relationship with WSCUC, it may find that adopting more comprehensive and longer-term metrics for retention and completion, to name one example, will enhance its capacity engage in robust assessment practice at the baccalaureate level and beyond.

Standard 2: Achieving Educational Objectives Through Core Functions

Standard 2 looks at the institution's capacity to meet its educational mission. The team found the institution meets Standard 2 at a level sufficient for Initial Accreditation.

Teaching and Learning (CFR 2.1-2.7)

Around the area of teaching and learning, the visiting team reviewed the College Catalog, the faculty qualifications document, data reports, ILOs, assessment plans, and program reviews, as well as met with senior leadership and faculty/staff to learn about the implementation of standard 2.

It is clear that SJVC is committed to continuous quality improvement, which is demonstrated in the amount of data that they regularly collect and analyze. Multiple dashboards, reports, and software are used by all campus constituents to evaluate program effectiveness, student learning and faculty teaching. SJVC has a Program Review process to evaluate the status, effectiveness, and progress of their programs and to help identify the future direction, areas for improvement, and priorities of those programs. SJVC also utilizes data collected at their various campuses to identify units which can be models of best practices, as well as which units need to be improved.

The academic programs reviewed were of an appropriate content and standard. Each program is aligned to a corresponding Classification of Instructional Program (CIP) code with the United States Department of Education. Furthermore, San Joaquin Valley College has clear admissions standards, including specific criteria for specialized programs.

The General Education program is aligned with the ILOs. General Education is not a program in and of itself but rather integrated within each degree program. Students complete the GE courses in at different points of their program—as integrated into the program curriculum plan, as prerequisites for the program, or taken after programmatic courses are completed. There

are differing requirements depending on whether the program is at the associate or baccalaureate level. For baccalaureate degrees, upon completion of all programs at SJVC, students will be able to relate and apply concepts of communication, reasoning, critical analysis, ethical behavior and appropriate interpersonal interaction to situations in his or her career and personal life. For associate degrees, students will experience a variety of major areas of knowledge: research writing, cross-cultural communication, political thought, statistics and group dynamics.

Institutional Learning Outcomes (ILOs) have been developed which align explicitly with the five core competencies of critical thinking, written and oral communication, quantitative reasoning and information literacy. An assessment plan has been created which shows the alignment of specific CLOs and course assessments to each ILO, along with an achievement target of 70%. For example, ILO #1 Critical Thinking has five CLOs mapped to it at the associate degree level (through the PHIL 200 GE course) and five unit assessments mapped for the one baccalaureate program in respiratory therapy. It is not clear whether the ILO/core competency development and assessments are done at or near graduation. The fact that core competency/ILO courses appear at different points in the programs, i.e. not all in the beginning or beginning and later as upper division, risks that the career development of SJVC students will not benefit from a full development of the core competencies. Furthermore, the student achievement site reports out on ILOs as one entity, disaggregated by program. A best practice is to have the results broken out by ILO, or core competency, in addition to being broken out by program.

Per the institutional report, there are a total of 331 full-time equivalent faculty members (42% full-time and 58% part-time) with instructional ratios at 1:25 for didactic learning and 1:13 for lab work. The faculty were observed to be aligned with the institution's mission, clear on the organizational vision and could articulate how they are contributing to institutional goals.

Faculty are the content experts within the program and are responsible to ensure performance standards are appropriate, relevant and aligned. Courses are developed based upon the credit hour definition articulated within the College Catalog and based on the Carnegie Unit System.

As evidenced by the Statement of Faculty Responsibilities, faculty are responsible for establishing and improving instructional courses and programs, ensuring the delivery of high-quality instruction, continuous quality improvement of courses, staying current within their respective areas of responsibility, evaluate the relevance appropriateness and achievement of learning outcomes, provide input to non-academic services and operating both effectively and productively in alignment to the mission and strategy of the institution.

San Joaquin Valley College student learning outcomes and expectations for attainment are stated at the course, program, and institutional level. As stated within the Statement of Faculty Responsibilities faculty are responsible for the development and assessment of learning outcomes. As evidenced by the "Programmatic Student Learning Outcomes Alignment Matrices" faculty engage in curriculum mapping to ensure appropriate alignment between all levels of learning outcomes. Faculty are introduced to assessment beginning with the new faculty orientation.

The institution is beginning the work to further address the Meaning, Quality, and Integrity of a Degree (MQID) by aligning a project within the Bachelor's of Respiratory Therapy to the Lumina Degree Qualifications Profile (DQP) and the institution uses their alignment to their programmatic accreditations as a further demonstration of ensuring meaning, quality and integrity of the degree. Course learning outcomes are clearly outlined and shared with students within course syllabi. The processes by which to develop and revise learning outcomes is detailed, requiring multiple checkpoints across campuses and by the central administrative office to ensure a standard level of quality and consistency. CLOs and PLOs are also aligned across the

varying modalities (fully online and on-campus). The institution's commitment to maintaining its comprehensive learning outcomes assessment program continues to be viewed internally as a key strength.

Interactive operations and academic dashboards provide faculty, deans and other academic leaders with visibility to learning outcomes achievement and mastery assignment achievement rates. Course outcome reports provide faculty and their supervisors insight to program strengths and areas of opportunity. Faculty have clear pathways to revise courses through the "Course and Program Reflection Forms" and Program Review processes. In addition, a faculty coach position was implemented on large to mid-size campuses to help faculty deepen their understanding and effective application of learning outcomes, and the Curriculum and Assessment team provides support to faculty to improve curriculum. Faculty have access to a repository of templates to further support learning outcomes development and assessment.

The institution will benefit from the use of trend data over time, aggregation and disaggregation for online and on-ground delivery of the same program and the use of comparative data from external sources.

Faculty across programs and campuses regularly collaborate and work together to identify equipment, textbook, software, and pedagogical needs or improvements to request for their programs. Faculty use data to identify other campuses or programs to use as models for certain best practices around their key indicators (retention, persistence, and mastery assignments). Faculty reported they feel very comfortable reaching out to fellow faculty, staff colleagues, senior leadership, and the central administrative office for support. Faculty also report inviting Career Services into their classrooms to help support students with resume building, interviewing and job placements. In addition, faculty collaborate regularly with the Admissions office to help them better understand the programs they are recruiting for.

Students are actively involved in learning and have the opportunity to experience learning in educational settings that resemble the professional environment and clinical settings such as hospital rooms and doctor's offices. Classrooms are equipped with simulation models and industry equipment. Furthermore, students make an impact outside of the classroom through real-world application. The dental hygiene program students provide low-cost services to the local community. As noted in the institutional report, externship and clinical education students have the ability to pair in classroom instruction with real world application and receive additional formal feedback from the extern supervisor.

Faculty play an active role within Program Review and have visibility to learning outcomes achievement data to inform curriculum revisions both at the time of Program Review which is every seven years and on an ad-hoc basis. Through the Course and Program Reflection form and the Program Review process, faculty are involved in building and revising curriculum. Through the institutional committees, Program Review, and the Academic Council, the faculty are involved in policy-making around faculty qualifications and scholarly work. In addition, faculty are considered the first line in support of students, which in some programs is formalized as a faculty coach role.

External reviewers were used as a part of the program review process but not consistently. The institution has recently extended the program review cycle from two to seven years and is more comprehensive which should support more robust reviews moving forward.

These efforts demonstrate that the institution has engaged in thoughtful and reflective practice around teaching and learning.

Scholarship and Creative Activity (CFR 2.8-2.9)

Around the area of scholarship and creative activity, the visiting team reviewed the statement of faculty responsibility and discussed the evaluation of faculty with campus representatives.

SJVC recently created a program to support and recognize the faculty's involvement in scholarship and creative works, which will apply to both part-time and full-time faculty. The Statement of Faculty Responsibilities has been amended to reflect the new responsibility. The Scholarship & Creative Works program draws upon the Boyer Model to focus faculty involvement in four domains: discovery, integration, application, and teaching.

Faculty teaching is evaluated on an annual basis by the academic deans. The deans utilize data collected from observations, instructor summary cards, and students' end-of-course evaluations to create their reviews. The institution formally recognizes exceptional teaching, community service and citizenship through Board of Governors acknowledgement and the Spirit of Education award.

In addition, SJVC offers a robust faculty professional development program, requiring all faculty to complete 16 hours of professional development (PD) each year. Travel and conference requests can be submitted and a requirement of attendance is that the information will be shared with colleagues once they return. Faculty coaches are regularly assigned as mentors and engage in professional development activities with fellow faculty. Faculty report that it is very easy to meet the PD hours and welcome the variety of ways with which they can learn and grow as educators and practitioners.

Support for Student Learning and Success (CFR 2.10-2.14)

Around the area of support for student learning and success, the visiting team examined SJVC student achievement data, dashboards, and reports, as well as met with senior leadership, faculty, staff, and students to learn more about supports for student learning and success.

Evidence demonstrates that the institution collects and analyzes disaggregated student data by race, gender and age. The institution monitors student progress upon completion of modules at week 5, 15 and 30. School performance fact sheets are accessible publicly and display completion, employment, salary and wage information, student debt and licensure examination pass rates. The institution has exceeded its 50% graduation rate minimum threshold for the past six years and has set a new goal to reach an 80% graduation rate by the end of December 2022. The five-week success rate dashboard provides disaggregated program level data including age, gender and ethnicity. It appears to also disaggregate the graduation rate by the same demographics.

An example of the institution acting on data collected is when SJVC staff noticed a persistence gap between African-American and Hispanic populations. They decided to match African American students with an African-American faculty member as their designated advisor and create a game center to get at some of the soft skills students needed. The gap decreased from 29% to 17%. Since more than one new action was implemented, it is difficult to pinpoint the cause for the decrease, but it does illustrate that data is being used to inform actions which then result in improved student outcomes.

In 2017, the institutional learning outcomes were revised to include the co-curricular learning outcomes of professionalism, intercultural awareness, self-awareness and learning, responsible citizenship. leadership and teamwork. Achievement of the co-curricular learning outcomes is further supported with both the Graduate Readiness Seminar and Career Services

Seminars. Student resource or library resource centers are available on most campuses; the smaller campuses have a computer lab that offers some learning resources. The resources offered include tutoring, remediation programs for math and English, instruction around information literacy, workshops, trainings, and classroom visits. All student services departments participate in program reviews and use the process to implement action plans to improve student support.

San Joaquin Valley College utilizes a team-approach to support their students. They have identified multiple support staff and pathways for students to connect to for guidance and resources. Those staff include personal and academic advisors, math and English tutors, career services, disability services, library resources and learning resources. As noted in the catalog, student advising needs can be met by contacting instructors, student center coordinators, Deans, admissions advisors and financial aid advisors. While there is benefit to having multiple points of contact to support students, there is concern that the current approach is not efficient, scalable and not maximizing the student experience. After meeting with students at four branch campuses, the visiting team concluded that most students know about all of the support available and how to access it. Online students have a different advising experience beginning with First Module Faculty Coach and then transitions to the Faculty Coach for the remainder of the program. An Academic Coach also reaches out to the students to further connect them to self-directed support resources available on the intranet as well as one-on-one and group student support sessions.

The institution allows up to 30 credits to be transferred and applied. Courses must be from a regionally accredited institution, completed with a "C" or higher and some science courses must be completed within the past seven years. All requests for transfer credit application must be completed prior to starting. The Registrar is directly involved along with the

Transcript Evaluator. It is not clear if faculty are part of the review process. Completion of general education testing may also be transferable. Articulation of college coursework is managed by the institutions Accreditation Specialist who is also a member of the Northern California Intersegmental Articulation Council.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

Standard 3 looks at the institution's financial and organizational capacity, and its ability to dedicate resources toward meeting its educational mission. The team found the institution meets Standard 3 at a level sufficient for Initial Accreditation.

Faculty and Staff (CFR 3.1-3.3)

San Joaquin Valley College (SJVC) is appropriately staffed from a wide range of relevant professions. Faculty qualifications are determined by experienced faculty already established with the institution as well as in consultation with program advisory boards and consulting subject matter experts. These qualifications are then reviewed by leadership and transmitted to Ember Human Resources Department as a talent acquisition need. Ember will then proceed to source talent and provide additional, in-depth screening of applicants upon request from the hiring manager for specific certifications/qualifications. Appropriate student-to-administrative staff ratios are census-based and are primarily determined by the institution, taking into consideration standards established for the health sciences programs by professional oversight boards and/or programmatic accreditors.

SJVC provides training for new faculty within the New Faculty Interview eCourse which is facilitated by the Faculty Coach. A comprehensive plan is developed for new faculty to ensure instructional success of new faculty members. Administrative staff receive an employee orientation in addition to eCourse and hands-on training. Faculty and staff evaluation take place within the first 90 days of employment and then annually to identify performance needs or recognize those that are exceeding standards in accordance with the eAppraisal process. SJVC employs a data-driven, holistic look at quality and employee retention through the balanced scorecard dashboard.

SJVC has established a professional development target of 16 hours annually for faculty. SJVC's Central Administrative Office support achievement of this goal through the distribution of articles for review and encourages attendance at field-relevant training events and conferences. Faculty have the opportunity to request reimbursement for such events. Investment in administrative staff development is evident in SJVC's biannual, multi-week training programs such as *Getting Things Done: a path to personal productivity*, *Four Essential Roles of Leadership*, and *Four Disciplines of Execution*. An annual development calendar provides multiple opportunities of development for both faculty and staff; previous opportunities have included the Aspiring Leadership Programs and the Leadership Development Survey.

Staff development outcomes are captured in a variety of ways. Aspiring leadership participants are provided a checklist of the intended development goals and a review is completed with the Campus President. In many instances, eCourse testing is employed to document the achievement of program outcomes and individual completion metrics; participation in professional development is part of annual performance evaluation for staff and faculty.

Institutional Report and Supporting Materials (CFR 3.4-3.5)

SJVC demonstrates financial results that are viable and sustainable as demonstrated through its financial audit reports, years 2017-2019. SJVC's resourcing process is appropriately administered to each of the functional areas and the needs of each are carefully weighed. Budgets are constructed at programmatic, departmental, campus, regional and institutional levels. SJVC follows the appropriate paths for approval culminating with the final approval from the Board of Governors and Board of Directors at SJVCi. A monthly review of the financials is held between Senior Leadership, SJVC budgeting personnel and Ember accounting leadership. SJVC is able to be nimble in the way they react to surplus or deficit scenarios to the approved budget by

reforecasting within those review meetings. SJVC uses market data to establish its underlying assumptions for enrollment goals and has an enrollment management plan in place to ensure its continued monitoring. There are no plans to pursue diversity of revenue sources at this time.

SJVC is well staffed with multifaceted Information Technology personnel at the college and enterprise levels. Access to technology and resources as well as ongoing training and support for such is evident at both the student, staff and faculty levels. SVJC has a robust offering of information resources and tools. Some examples are the Gaming Center, Library Services Office 360 and the Report Center to name a few. Tablet devices are being issued to all students and faculty for greater access. One note of follow-up: with all of the wireless devices now taxing campus bandwidth, it would be prudent to reexamine the wireless infrastructure. Student accounts of internet sluggishness were evident in the branch campus sessions, particularly raised during the Ontario campus meeting. In addition, staff report this as a known issue. Computer stations are also provided throughout each of the campuses. The facilities are well designed as the teaching environment reflects real world constructs for each of the various programs. For instance, the medical programs use classroom space closely resembling an "in the field" experience.

Organizational Structures and Decision-Making Processes (CFR 3.6 – 3.7)

SJVC's reporting structure is clear. Ongoing leadership training is available to all senior staff, who also take a mentorship role with their direct reports. Some senior-level managers have been certified to train in the Franklin Covey *Four Disciplines of Execution* program and conduct those trainings and follow-up sessions for staff.

In addition to training, SJVC has established multiple measures to promote accountability and performance. Performance reviews are conducted annually, and senior leadership meets weekly/monthly to review all aspects of the institution's operations to assess overall performance

in each functional area. The Human Resources Department at SJVC has a well-established system to field employee complaints, while service provider Ember Education performs any investigations needed and supports SJVC in its efforts to maintain staff, faculty, and leadership integrity.

SJVC has an established organizational structure charged with maintaining the operational capacity of each area and participating in goal-setting and achievement. The structure of the senior management team is equally clear; all final administrative and operational decisions are routed through the office of the President. The President's monthly performance meetings with the senior leadership team at Ember suggest that some decision-making authority may reside with the latter. Monthly performance reviews in their nature require directional feedback from all parties in attendance. It is unclear who has the final decision making authority as a result of the informal service arrangement between the two organizations. It is recommended that SJVC and Ember formalize their business relationship by establishing a formal service level agreement which is signed by both parties. This will align with WASC's Agreements with Unaccredited Entities Policy and help to eliminate any confusion as to decision making authority. An interim report is requested as a follow-up.

Institutional Report and Supporting Materials (CFR 3.8-3.10)

SJVC has a dedicated full-time Chief Executive Officer who meets the experiential criteria of a c-level administrator for this position. Length of service with the institution speaks to the proper fit and dedication to the betterment of SJVC.

SJVC currently has an informal Service Level Agreement with Ember Education which provides the services of a Chief Financial Officer (CFO) and other support services. The CFO currently serving in this role has a wide breadth and depth of experience within accounting leadership and formerly served under SJVC as its in-house CFO.

As noted above (CFR 3.7), decision-making authority is posed as final with both the SJVC's Board of Governors (BoG) and SJVCi's Board of Directors (BoD). The SAV1 report indicates that the institution's ultimate decision-making authority resides with the BoD regarding annual budgets, accreditation, legal matters, compliance and changes to the mission statement. SJVC's BoG has a long-standing history of evaluating the College President (see **Attachment 3.9.8**). The College provided evidence in its SAV1 Report of the BoG's hiring of the current College President (see **Attachments 3.9.7.a** and **3.9.7.b**). These responsibilities and processes of the BoG are set forth in the SJVC Board of Governors Handbook (see **Attachment 3.9.1**, pages 19-20). To reduce any potential conflicts of interest moving forward, the team suggests that the president or affiliate members with related interests should refrain from an active role in board actions, such as making motions that directly benefit or affect their position. However, it is clear that interaction between the two boards is collaborative and focused on the betterment of SJVC's ability to fulfill its mission with the proper decision-making precincts established.

Final approvals for appointment of non-affiliated members in the areas of BoG membership and membership of specific BoG committees up to and including the chairs therein currently reside with the BoD. These responsibilities are recommended to rest solely with the BoG in order to ensure proper independent governance in accordance with WASC standards. It is also recommended that the responsibility of revisions to the BoG bylaws by the BoD be pulled back and consider implementation of review and veto powers by the BoD if the bylaws violate accreditation policy, state or federal laws. It is clear that interaction between the two Boards is collaborative and focused on the betterment of SJVC's ability to fulfill its mission. However, in order to provide the BoG with guiding authority for SJVC, which is indicative of an independent governing body, the team advises SJVC adhere to the aforementioned recommendations.

In response to the recommendations made by the Eligibility Review Committee, SJVC extended its existing, programmatic-level faculty governance model to encompass a new Academic Council comprised of faculty representatives from across the institution's campuses and programs. The Council is still fairly new, but has tackled such issues as faculty qualifications and scholarly and creative activity. Although faculty report that they believe there are ample opportunities for their voices to be heard by campus and institutional leadership, the commission expects the institution to have a formal vehicle for faculty input into institutional decisions. The institution is advised to clarify these practices and establish clear lines of communication between the Academic Council, senior SJVC leadership, and the Board of Governors.

Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

Standard 4 looks at the institution's capacity to engage in data-supported continuous improvement. The team found the institution meets Standard 4 at a level sufficient for Initial Accreditation.

Quality Assurance Processes (CFR 4.1-4.2)

San Joaquin Valley College is committed to ensuring the use of data to inform decision-making. More specifically, data is used to inform business and operational improvements, student learning, program review and strategic planning. The college leverages multiple dashboards and reporting mechanisms that span to leadership, staff and faculty such as the balanced scorecard to routinely review the colleges progress towards goal achievement. There is data reporting and analytics support provided to the college through shared services.

Recent data gathering and process improvements include producing expanded data sets for program review readily available for faculty and other stakeholders in a dashboard referred to as the Program Health Hub and the implementation of quality assurance practices to better support programs with programmatic accreditation or state agency approval. Furthermore, the college improved the process by which students document the completion of requirements for a clinical externship. The college gamified a previously manual process. Upon the deployment of the Clinical Depot, 100% of students applying for externship have been able to complete the requirements and start their externships on time. In addition to the Clinical Depot, the college launched a set of gamified assets focused on professionalism. Gamified modules are housed in the Game Center, which assigned 25,000 badges of module completion to students within its first year.

While SJVC provides broad access to academic, operational and strategic dashboards, the institution has identified the need to better target student achievement for improvement by further disaggregating data sets into more granular demographic categories. As the use of the data collection and analysis matures, it should be expected that the institution would also expand its review of data beyond five, 15, and 30 week student persistence and graduation to include annual student retention. Furthermore, external comparison data should be collected and analyzed to have a more comprehensive understanding of student success to inform the build of impactful student interventions.

The Data Analytics team within service provider Ember Education has recently hired an Institutional Research Analyst, and has planned to hire two additional data analysts to expand overall institutional research and analytical capacity. With regard to the effectiveness of the dashboards and reporting available to stakeholders, the college has the ability to monitor the accessibility of the data tools and consistently reviews the various levels of action planning that is informed by the data sources available.

Institutional Learning and Improvement (CFR 4.3-4.4)

San Joaquin Valley College has a strong commitment to a culture of evidence and continuous improvement. "Mission-focused and data-driven" was echoed from senior leaders, faculty and direct student facing staff. The college regularly engages internal stakeholders, shared services, external professional advisory boards and students in the assessment of educational programs and strategic direction. The aforementioned interactive dashboards and analytics and research capacity are accessible and clear pathways have been established for gathering, analyzing and interpreting data. For example, course outcome reports provide faculty supervisors insight to program strengths and areas of opportunity. Faculty have clear pathways to revise courses through the Course and Program Reflection Forms process. Further evidence

demonstrates that the institution collects and analyzes disaggregated student data by race, gender and age. College staff and faculty closely monitor weekly persistence, graduation rates, and classroom student performance data early along the student lifecycle. The Director of Student Services reaches out to students who are identified as "at-risk" to assess student needs and provides connections to support resources. More specifically, the Student Success Plan outlines weekly operational outreach and student intervention activities. In 2019, the Director of Student Services activated a three-pronged approach better known as the Better Together retention plan. Components of the plan are to deploy a student success survey to all incoming students to better understand incoming student needs, the implementation of retention teams and convening regular Reality Check calibration meetings to bring cross-departmental support staff together to develop individual intervention plans for students in need of additional resources or services.

As evidenced by the Statement of Faculty Responsibilities, faculty are responsible for establishing and improving instructional courses and programs, ensuring the delivery of high-quality instruction, continuous quality improvement of courses, staying current within their respective areas of responsibility, evaluate the relevance appropriateness and achievement of learning outcomes, provide input to non-academic services and operating both effectively and productively in alignment to the mission and strategy of the institution. Faculty are regularly observed, work with a campus faculty coach, have access to end-of-course survey data, and course performance data to inform improvements to curriculum, pedagogy and assessment methodology.

When it was observed that online students were not performing as well as their on-ground counterparts, the online division completed an analysis of student performance. The decision was made to implement a faculty coach role specific to online students. The faculty coach is an online faculty advisor that provides student support both in and out of the classroom. Since

implementation, graduation rates have improved ~12%. This practice is under consideration for expansion to ground students, especially in light of the current pandemic, requiring more students to participate in online coursework.

Institutional Report and Supporting Materials (CFR 4.6-4.7)

The college has adopted the principles of Kaplan-Norton's Strategy-Focused Organization. This framework supports the development of a comprehensive organizational strategy, the translation and communication of strategic priorities in accessible and operational terms, and ensures that all staffing levels and college functions understand the institution's commitments and can contribute to the achievement of the institution's goals. The college recently commenced a new strategic planning cycle. The process was inclusive of multiple meetings with various stakeholders, executive council and campus presidents. Plan iterations are shared broadly for input and the final plan is translated into a high-level strategy map to connect all college members to the institutional goals. It was confirmed the strategic plan is iterative and actionable.

Strategy review meetings are held twice per year to allow for ongoing review and revision as appropriate and to provide a regular cadence of progress and impact updates. The understanding of the strategic priorities and the driving measures was demonstrated during the site visit at the executive and senior leader level, campus presidents, direct facing student staff and faculty. In addition, each campus has visibility to each other's balanced scorecard and can see how each campus is contributing to the strategic plan, share best practice and support each other through obstacles.

The scorecard provides up to date performance indicators achievement targets, identifies strengths and areas in need of attention. Strategic initiatives are visible across the college and managed within the collaborative project management platform, Teamwork. All initiative level work is reviewed for alignment and resource allocation. The college regularly engages with the shared services Growth and Development team to continuously scan the environment alongside

college stakeholders to anticipate external shifts, threats and new strategic opportunities. The

college mission is the foundation for reflection and planning.

SECTION III. PREPARATION FOR ACCREDITATION UNDER THE 2013 HANDBOOK OF ACCREDITATION

The visiting team concluded that SJVC understands its important role in providing career educational opportunities for underserved communities throughout the Central Valley and campuses throughout southern California and Central Coast communities. Building on its historical record of success and its longstanding status as a AJCCC-accredited institution, SJVC is positioning itself to develop relevant curricula and educational programming for advancing careers and professional advancement for students. SJVC is heavily grounded in metrics and analysis that guide is growth and planning. SJVC is not only thriving in the present, but is continually planning for its future sustainability.

SECTION IV. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

SJVC included in its SAV1 report a comprehensive Inventory of Educational Effectiveness Indicators. During the visit, the team was able to observe that evaluating educational effectiveness is, in fact, a core value for the college; faculty, program management, and SJVC senior leadership collaborate on the collection of data and use student achievement, graduation, and placement data to inform operational and curricular changes. SJVC demonstrated its InfoZone data dashboards and provided numerous examples of the way those dashboards are used to monitor program health, support compliance, set targets, and measure the utility of new tools and instructional resources.

SECTION V. FINDINGS, COMMENDATIONS AND RECOMMENDATIONS

A. Findings

SJVC addressed the Core Commitments and the Standards in its report, institutional documents, and as a part of the site visit. The visiting team found that for all four Standards, SJVC demonstrated evidence of compliance at a level sufficient for Initial Accreditation. Only the Commission is authorized to make the final determination as to whether or not an institution is in compliance with the Standards.

Throughout the review process, the visiting team concluded that SJVC understands and clearly articulates the principles and intentions of each Standard.

B. Commendations

1. Ensuring that the institution's mission is widely embraced by the Board of Governors, administration, staff, faculty, and students.

2. Building a sound strategic planning foundation with the implementation of principles and protocols to determine, prioritize, implement and evaluate improvement initiatives and strategic work throughout all levels of the college

3. Involving the faculty in the design of a learning environment with practical application in the workforce.

4. Promoting a collaborative team approach to supporting students as they pursue their education.

5. Committing institutional resources to support professional development for leadership, faculty, and staff.

6. Responding quickly and comprehensively to the pandemic by dedicating information and financial resources to students and staff.

C. Recommendations

In addition, areas for continued improvement are noted by CFR in the below Recommendations Section. The visiting team believes that SJVC can make additional progress and support overall organizational strength by prioritizing these topics in future.

1. Prioritize and broadly demonstrate the commitment to diversity, equity, and inclusion throughout the institution (CFR 1.4).

2. Expand the analysis of annual cohort retention and graduation rate data to facilitate benchmarking against external measures and extend the visibility of student achievement (CFR 2.10, 2.11, 4.1).

3. The team recommends a reevaluation of the technology resources, including wireless capacity, to ensure that student needs are met (CFR 3.5).

4. Clarify the roles, services and lines of responsibility between Ember and SJVC by formalizing the relationship between the entities (CFR 3.7).

5. Strengthen the guiding authority of the board of governors and enhance its independence (CFR 3.9).

6. Strengthen the role of the Academic Council to facilitate effective academic leadership by the faculty (CFR 3.10).

APPENDICES

- Federal Compliance Forms

- Report on Branch Campus and Distance Education Programs

CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? ☒ YES ☐ NO
	Where is the policy located? SJVC's Policy on the Award of Credit is published in the College Catalog as detailed in the SAV1 Report (see pg. 17 and Attachment 1.6.4). The policy is also available on the SJVC website: https://33od3y10s8x93stfg059pjem-wpengine.netdna-ssl.com/wp-content/uploads/2020/03/SJVC-WSCUC-Information-One-Stop-with-FacultyStaff.pdf Policy and procedures around clock and credit hours are provided to faculty and faculty supervisors via the SJVC portal (InfoZone) and are attached here: (Clock and Credit Hour Policy and Procedure 08.19)
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? ☒ YES ☐ NO
	Does the institution adhere to this procedure? ☒ YES ☐ NO
	Comments:
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? ☒ YES ☐ NO
	Comments:
Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? 2
	What kind of courses (online or hybrid or both)? online
	What degree level(s)? BA, AA
	What discipline(s)? Respiratory Therapy and Business Administration
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? ☒ YES ☐ NO
	Comments:
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? 3
	What kinds of courses? Lecture and lab
	What degree level(s)? AA and certificate
	What discipline(s)? Dental Assisting, Pharm Tech and Career Services
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? ☒ YES ☐ NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 6
	What kinds of programs were reviewed? on ground and online
	What degree level(s)? BA, AA, and certificate
	What discipline(s)? Dental Assisting, Pharm Tech, Respiratory Therapy, Business Admin, HVAC
	Does this material show that the programs offered at the institution are of a generally acceptable length? ☒ YES ☐ NO
	Comments:

Review Completed By: M. Starkey
Date: 8/17/20

MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? ■ YES ❐ NO
	Comments: SJVC follows all federal regulation on student recruitment as detailed on pages 17-18 of the SAV1 Report and as evidenced in the attachments provided to support alignment with CFR 1.6. Additionally, the institution adheres to the TCPA standards for telephone, email and text contact with potential students and prohibits commission-based compensation for admissions advisors.
Degree completion and cost	Does the institution provide information about the typical length of time to degree? ■ YES ❐ NO
	Does the institution provide information about the overall cost of the degree? ■ YES ❐ NO
	Comments: As detailed in the SAV1 Report (pages 17-18), program length and the total cost of each educational program is provided in the College Catalog, on each of the California School Performance Fact Sheets provided to each entering student, and in several program disclosure areas of the SJVC website.
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? ■ YES ❐ NO California School Performance Fact Sheets (SPFS) list the employment outcomes of graduates for each educational program at each campus location from the prior calendar year. These sheets include a breakdown of graduate employment by full-time, part-time and self-employed statuses; graduate employment in a single position vs. multiple positions; and those employed with the institution. There is also a table of annual salary amounts for graduates based on verified-information provided by the graduates and their employers. All California School Performance Fact Sheets are posted to the College Website, and are provided to each prospective student prior to their signing a Student Enrollment Agreement. See https://www.sjvc.edu/admissions/consumer-information/
	Does the institution provide information about the employment of its graduates, as applicable? ■ YES ❐ NO SJVC posts its California Bureau of Private Postsecondary Education Annual Report to its website, which includes the aggregated data for each program across all of its campus locations offering the program. This data includes all a breakdown of graduate employment type, including full-time, part-time and self-employed statuses; graduates employed in a single position vs. multiple positions; and employment with the institution. There is also a table of annual salary amounts for graduates based on verified-information regarding student employment. See https://33od3y10s8x93stfg059pjem-wpengine.netdna-ssl.com/wp-content/uploads/2020/08/SJVC-2018-Annual-Report.pdf
	Comments: The team was able to independently verify that these disclosures are made in compliance with state and feral law.

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: L. Schoening, Date: 8/13/20

STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? ☒ YES ☐ NO
	If so, Is the policy or procedure easily accessible? Where? Available on website and in catalog.
	Comments: SJVC's policies on student complaints and grievances are published in the College Catalog and Student Handbook as detailed in the SAV1 Report (pgs. 17-18 and Attachment 1.6.6). The policies are also available on the SJVC website: https://33od3y10s8x93stfg059pjem-wpengine.netdna-ssl.com/wp-content/uploads/2020/03/SJVC-WSCUC-Information-One-Stop-with-FacultyStaff.pdf
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? ☒ YES ☐ NO If so, please describe briefly: The college encourages students to work with campus leadership to resolve complaints and provides a point of contact in the Central Administration Office; information is available in the Student Handbook.
	If so, does the institution adhere to this procedure? ☒ YES ☐ NO
	Comments: If students are dissatisfied with a decision and/or outcome, students have the right to appeal following a specific chain of command. Page 14 of the 2019 Student Handbook provides contact information for the Student Services Coordinator, who reviews student grievances and appeals beyond the Campus level.
Records	Does the institution maintain records of student complaints? ☒ YES ☐ NO If so, where? Student complaints are documented in CampusNexus and/or Maxient Investigative Software. As detailed in the SAV1 Report, records of student complaints are retained for a period of six years (see pgs. 17-18).
	Does the institution have an effective way of tracking and monitoring student complaints over time? ☒ YES ☐ NO If so, please describe briefly: CampusNexus and Maxient Investigative Software both have the ability to generate reports that provide specific activities pertaining to student complaints.
	Comments: The team was able to verify SJVC's compliance with all aspects of this policy.

*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By: L. Schoening

Date: 8/13/20

TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution's transfer credit policy and practices.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? ☑ YES ☐ NO
	Is the policy publically available? ☑ YES ☐ NO If so, where? SJVC publishes its Transfer of Credit Policy in the College Catalog (pg. 50 and Attachment 2.14.1). The policy is also available on the SJVC website: https://33od3y10s8x93stfg059pjem-wpengine.netdna-ssl.com/wp-content/uploads/2020/03/SJVC-WSCUC-Information-One-Stop-with-FacultyStaff.pdf
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? ☑ YES ☐ NO
	Comments: The Policy on Transfer of Credit has explicitly-stated criteria for the review process and acceptance of incoming transfer credit to be applied toward an SJVC degree program (see Attachment 2.14.1).

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

   (1) Are publicly disclosed in accordance with 668.43(a)(11); and

   (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission's Transfer of Credit Policy.

Review Completed By: L. Schoening
Date: 8/13/20

Distance Education Review-Team Report Appendix

Institution: San Joaquin Valley College
Type of Visit: Seeking Accreditation Visit 1
Name of reviewer/s:
Date/s of review: August 12-13th

1. Programs and courses reviewed (please list)
    BS in Respiratory Therapy
    AS Business Administration

2. Background Information (number of programs offered by distance education; degree levels; FTE enrollment in distance education courses/programs; history of offering distance education; percentage growth in distance education offerings and enrollment; platform, formats, and/or delivery method)

    SJVC began delivering distance education in 2001 through its "Online Division." Programs offered through the Online Division are "fully online." SJVC offers three Baccalaureate of Science Degrees, six Associate of Science Degrees, and 14 Certificates of Completion as listed below:

    Baccalaureate of Science Degrees
    Dental Hygiene
    Health Care Management
    Respiratory Therapy

    Associate of Science Degrees
    Business Office Administration
    Clinical and Administrative Medical Assisting
    Construction Management
    Human Resources Administration
    Information Technology
    Medical Billing and Coding

    Certificates of Completion
    Business Office Administration
    Clinical Medical Assisting
    Human Resources Administration
    Information Technology
    Computer Support Concentration (20-week option)
    Networking Concentration (20-week option)
    Security Concentration (20-week option)
    Networking Support Concentration (25-week option)
    Security Support Concentration (25-week option)
    Computer Support, Networking, and Security Concentrations (30-week option)
    Computer Support and Networking Concentration (30-week option)
    Networking and Security Concentration (30-week option)
    Computer Support and Security Concentration (30-week option)
    Medical Billing and Coding

    These programs are offered 100% online. A total of 672 FTE students (including those on a leave of absence or other probationary statuses) are enrolled in an online program and are supported by eight FTE faculty (part-time faculty counts will be made available upon request). The "BrightSpace" platform is used to support teaching and learning within the online learning environment.

Accompanying this form is a year-over-year view of the online enrollments for the past eight years.

3. Nature of the review (material examined and persons/committees interviewed)
The team reviewed documentation submitted by SJVC and conducted teleconferences with the Director of eLearning Curriculum and Instruction, the eLearning Curriculum Manager, the eLearning Instructional Designer, BS in Respiratory Therapy and AS in Business Administration faculty, the Director of Curriculum and Assessment, the Director of Program Compliance, the VP of Compliance and Regulatory Affairs, and the Director of Data Analytics

Observations and Findings

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	Follow-up Required (identify the issues)
Fit with Mission. How does the institution conceive of distance learning relative to its mission, operations, and administrative structure? How are distance education offerings planned, funded, and operationalized?	Distance Education is an excellent fit with SJVC's mission, which focuses on career education for traditionally-underserved populations. A robust online program allows working adults and parents to pursue education. The online programs have their own administrative unit within SJVC's Central Administration Office in Visalia, and functions much like a campus, with a senior-level and operational management structure, its own faculty, and curriculum development and oversight. Oversight of curriculum, faculty professional development, and the provision of student support are purpose-built for the online learning environment; broad oversight of the online division is fully integrated into SJVC's overall assessment structure.	
Connection to the Institution. How are distance education students integrated into the life and culture of the institution?	SJVC makes dedicated resources available to online students. Faculty and academic coaches work with students throughout their tenure at SJVC; library and career services are made available; and in certain areas where on-campus students might take advantage of in-person resources, such as skills coaching or opportunities to complete required field certifications, SJVC has built a virtual Game Center to encourage students to participate.	
Quality of the DE Infrastructure. Are the learning platform and academic infrastructure of the site conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported? Are there back-ups?	Online operations are resourced equally to ground campuses. All operational departments are present and operate cross-functionally; SJVC's culture of data-driven decision-making is clearly reflected in the design of the distance education division. Faculty teaching online complete purpose-built onboarding, are assigned faculty mentors, and participate in program review and professional development in a similar fashion to their on-campus peers. It can be noted that SJVC made the same pivot to online instruction that all colleges made this spring; in their case, the	

	question of online provision was vastly complicated by the fact that SJVC teaches health professions and the skilled trades, none of which lend themselves to Zoom meetings. But with the technological infrastructure they had in place they were able to accomplish the shift, and their shared-services provider, Ember Education, was able to get iPads out to the entire resident student population to allow students to continue their education. This effort was largely successful; the majority of students who spoke to the team during the visit expressed their satisfaction.	
Student Support Services: What is the institution's capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality? What do data show about the effectiveness of the services?	SJVC devotes significant resources to its online student body. The hand-off from enrollment advisor to student support happens at the same five week point as the ground student life cycle. Academic coaching (Student Services) and Financial Services are involved early and throughout the student lifecycle. Overall, the student support model between academic coach, enrollment advisor, Dean of Student Services, and faculty is consistent with ground campus practices. Access to career and placement services as well as library and information services has been carefully thought through.	
Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? Do they teach only online courses? In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution? How are faculty involved in curriculum development and assessment of student learning? How are faculty trained and supported to teach in this modality?	SJVC's on-campus faculty model is replicated within the distance education division. Faculty, both fulltime and adjunct, are practitioners in their fields and are seen as subject-matter experts. They work with the senior staff to ensure that the curriculum is aligned to certification/licensure requirements in the field, and the distance curriculum undergoes a rigorous process of review and standards-based revision. Faculty onboarding, coaching, and ongoing professional development is oriented toward enhancing effectiveness in the online environment. Distance faculty are supported by their own divisional leadership, and meet formal, published review criteria unique to the online division.	
Curriculum and Delivery. Who designs the distance education programs and courses? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to on-ground offerings? (Submit credit hour report.)	Faculty work with subject-matter experts and the Director of eLearning Curriculum to design and make improvements to the eLearning curricula. Outcomes at the course and program levels are comparable to those of on-campus students, although retention/completion can be somewhat lower.	
Retention and Graduation. What data on retention and graduation are collected on students taking online courses and programs? What do these data show? What disparities are evident? Are rates comparable to on-ground programs and to other institutions' online offerings? If any concerns exist, how are these being addressed?	SJVC provides program, campus, and senior leadership and faculty with data relating to student retention both on-campus and online at institutionally-defined checkpoints. Graduation data and licensure-exam pass rates, along with placement data, is made available publically as part of SJVC's state-mandated consumer disclosures and incorporated into program review protocols.	

Student Learning. How does the institution assess student learning for online programs and courses? Is this process comparable to that used in on-ground courses? What are the results of student learning assessment? How do these compare with learning results of on-ground students, if applicable, or with other online offerings?	The institution assesses mastery at the formative and summative levels for its online course/program offerings; all of the same course and program review protocols established for on-campus programs are in place for the online programs. All SJVC programs undergo review at the course and program levels; performance, retention, and graduation are monitored as are licensure exam pass and placement rates, and results from online and on-campus cohorts are benchmarked and used to inform curricular improvements within both modalities.	
Contracts with Vendors. Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses? If so, do these comport with the policy on *Contracts with Unaccredited Organizations?*	N/A	
Quality Assurance Processes: How are the institution's quality assurance processes designed or modified to cover distance education? What evidence is provided that distance education programs and courses are educationally effective?	The team was able to review results from both modalities, and discussed the ways in which SJVC makes program improvements in both. SJVC seeks to meet the students "where they are"; several initiatives designed to improve student performance in online programs, such as the introduction of the Game Center and an enhanced academic coaching model, have been successfully ported into the provision of services for on-campus students.	

OFF-CAMPUS LOCATIONS REVIEW-TEAM REPORT APPENDIX

Institution: San Joaquin Valley College
Type of Visit: Seeking Accreditation Visit 1
Name of reviewer/s:
Date/s of review: August 6, 2020

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed[1]. One form should be used for each site visited. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

1. Site Name and Address

    Victor Valley ("Hesperia") Campus
    9331 Mariposa Road
    Hesperia, CA 92344

2. Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a branch campus standalone location, or satellite location by WSCUC)

    The SJVC Hesperia branch campus was established in 2009. The campus offers six Associate of Science Degrees and six Certificates of Completion in the health, business and technical fields as listed below:

    Associate of Science Degrees:
    Business Office Administration
    Clinical and Administrative Medical Assisting
    Criminal Justice: Corrections
    Heating, Ventilation, Air Conditioning, and Refrigeration
    Medical Office Administration
    Pharmacy Technician

    Certificates of Completion
    Business Office Administration
    Clinical Medical Assisting
    Dental Assisting
    Heating, Ventilation, Air Conditioning, and Refrigeration
    Medical Office Administration
    Pharmacy Technology

    As of August 4, 2020, the campus serves a population of 297 (includes those on leaves of absence and probationary statuses) FTE students who are supported by three full-time faculty (part-time faculty counts will be provided upon request).

3. Nature of the Review (material examined and persons/committees interviewed)

    A virtual visit to the Hesperia campus was conducted on August 6, 2020. We met with several groups:
    o   Campus Leadership (President, Academic Dean, Enrollment Services, Regional Career Services Director)

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- Faculty (2 full-time, 4 part-time; 2 of part-time were former full-time)
- Staff (5 representatives from career services, admissions, and financial aid)
- Students (6 students from Medical Office Administration, Pharmacy Technology, Dental Assisting, and Criminal Justice programs)

Questions about interaction and collaboration with other campuses and the central office, strategic planning, data use, curriculum development, program review processes, faculty/staff development, commitment to diversity, equity, and inclusion, and student achievement were asked.

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
For a recently approved site. Has the institution followed up on the recommendations from the substantive change committee that approved this new site?	N/A	N/A
Fit with Mission. How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFRs 1.2, 3.1, 3.5, 4.1)	The Hesperia campus is very clear that student success is at the heart of what they do. Campus leadership, faculty, and staff collaborate regularly with their counterparts at the other campuses, as well as the central administrative office (CAU). There is a clear chain of command, but also multiple ways (formal and informal) to access information and support needed. Employees participate in extensive training around resources and support that is available both at the CAU and other campuses. Information flows down from the CAU, but also flows up from the individual campuses; appears to be smooth, timely, and adequate. Extensive data reports are used to inform decisions at the campus level.	
Connection to the Institution. How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution? (CFRs 1.2, 2.10)	Hesperia campus is directly connected to the CAU. There are regular formal meetings/committees, opportunities for informal connections, and shared data reports (infozone, dashboard, and pushed reports) which all employees have access to. Student achievement data informs changes at the course and program level. Students are considered a shared responsibility among staff and faculty. All work together to support students; use of campus nexus tool for shared notes about students. Students indicate support from instructors, admissions staff, and financial aid.	Not clear if there are any student clubs or organizations.
Quality of the Learning Site. How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.8, 2.1, 2.5, 3.1, 3.5)	All faculty (full- and part-time) are offered onboarding when newly hired, live and self-directed trainings, as well as mini seminars during some meetings. Faculty participate in regularly scheduled program reviews (institution wide) and can also offer suggestions for improvement at any time (process designed specifically for this). All changes (e.g. textbooks, equipment upgrades/changes) go up to the CAU. Faculty have autonomy in building and delivering courses, except for the standard masteries that have been built previously with faculty input.	

Student Support Services. What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.6, 3.7)	Faculty consider themselves the first line of student support, but it is very much a team approach. Faculty advise students as well. Most courses are in a 5-week "module" and most classes are face-to-face (except during this COVID time). Programs are very prescriptive, students have no choice in which courses to take or when, but there is a lot of thought put into helping students select or change to the appropriate program for their aptitude and preference. Evidence of Admissions support through the end of a student's first module, financial aid support, and extensive career guidance and support with job placement. Extensive data reports and dashboards show that these services are effective. Students noted their faculty are always available for help and they respond in a timely manner.	No discussion or evidence of counseling, library, tech support, or learning center support. Will need to further investigate. One student noted that the COVID remote learning was frustrating, felt like she was "teaching herself" and wanted instant feedback as was working through the course, but did not receive in time for her learning.
Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.4, 4.6)	At Hesperia, about 70% of the faculty are part-time. Training on lesson plan creation, formative and summative assessment, providing students with feedback, etc… are offered to faculty on a regular basis. Mastery assignments are connected to the course learning outcomes and used to assess students learning on a regular basis to help identify skills students are struggling with. Faculty can see how their students did and how compare to others. At any time throughout the course, but are especially encouraged to analyze results at the end of each module. Faculty sad they were very comfortable with the data and reports they receive and using them to improve their practice.	
Curriculum and Delivery. Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6)	Faculty are very involved in the development of new programs and program reviews. All faculty are allowed and invited to participate by providing feedback along throughout the formal process. There is also the opportunity to suggest changes at any time through improvement plans (60-90 days to hear back on whether suggested change approved or not). Faculty come together to create and improve upon the mastery assignments. Academic Council was created in 2019, faculty who have been with the campus for at least 1 year may be nominated for 2-year terms; they meet with senior leadership; serves the entire institution, not campuses; evidence that the Council's suggestions are listened to and acted on (e.g. EHRGo).	Not sure how often mastery assignments are created/revised or how many are in a course.
Retention and Graduation. What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)	They track 5 week and 15 week persistence. They define retention as the first 30 weeks of enrollment and track both 100% and 150% graduation rates. Specific campus metrics were not shared. It was mentioned that campus target varies, however, collectively they are all working to contribute to achieving the institutional targets. Updates on retention and graduation are regularly shared across campuses and at all levels.	

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Student Learning. How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.6, 4.7)	Assessment of student learning seems to be driven from the main campus/ central administration office. Outcomes data is shared at the campus level to use to inform decision making. In addition to achievement/mastery learning outcomes, GPA and placement are also measured and monitored. Student learning is at the center of their strategic plan. The main and branch campuses just completed an updated strategic plan for the next two years with a measurable vision that focuses on student success.	
Quality Assurance Processes: How are the institution's quality assurance processes designed or modified to cover off-campus sites? What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.4-4.8)	Quality assurance is an institution-wide practice. Decisions are data-driven and appear to be a built-in practice. Number one goal is to graduate their students and place them in a job related to their field of study. To that end they monitor grades, competencies (through CLOs and PLOs), and final evaluations at their externships, as well as placement rates.	Need to examine data to make sure they are indeed being successful.

OFF-CAMPUS LOCATIONS REVIEW-TEAM REPORT APPENDIX

Institution: San Joaquin Valley College
Type of Visit: Seeking Accreditation Visit 1
Name of reviewer/s:
Date/s of review: August 6, 2020

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed[1]. One form should be used for each site visited. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

1. Site Name and Address

    SJVC Ontario Campus
    4580 Ontario Mills Parkway
    Ontario, CA 91764

2. Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a branch campus standalone location, or satellite location by WSCUC)

    The SJVC Ontario branch campus was established in 2001. The campus offers 12 Associate of Science Degrees and eight Certificates of Completion in the health, business, and technical fields as listed below:

    Associate of Science Degrees
    Business Office Administration
    Clinical and Administrative Medical Assisting
    Construction Management
    Criminal Justice: Corrections
    Dental Hygiene
    Electrical Technology
    Heating, Ventilation, Air Conditioning, and Refrigeration
    Industrial Maintenance Technology
    Medical Office Administration
    Pharmacy Technician
    Registered Nursing
    Respiratory Therapy

    Certificates of Completion
    Business Office Administration
    Clinical Medical Assisting
    Electrical Technology
    Heating, Ventilation, Air Conditioning, and Refrigeration
    Industrial Maintenance Technology
    Medical Office Administration
    Pharmacy Technology
    Registered Nursing

The campus serves a population of 648 FTE students (including those on a leave of absence or other probationary statuses) who are supported by 16 full-time faculty (part-time faculty counts will be made available upon request)
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3. Nature of the Review (material examined and persons/committees interviewed)

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
For a recently approved site. Has the institution followed up on the recommendations from the substantive change committee that approved this new site?	N/A	
Fit with Mission. How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFRs 1.2, 3.1, 3.5, 4.1)	The Ontario Campus adheres to the mission and takes great pride in the instruction of its students as was represented in all groups. Key metrics have been established to ensure successful completion rates. Faculty and staff are also routinely held to these metrics as is evident in the in SJVC's score card. Faculty play a significant role in this process with tools such as course improvement plans and program reviews as well as curriculum research and design. The operational roles at the campus are clear and follow the same structure and are similarly resourced as the other SJVC campuses. Campus leadership is in frequent and meaningful contact with the Central Administrative Office in Visalia so that all aspects of operations are aligned with Sr Leadership's directives.	
Connection to the Institution. How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution? (CFRs 1.2, 2.10)	As mentioned above, the Ontario Campus is in frequent and meaningful contact with the Central Administrative Office. These contact points provide reinforcement of SJVC CLOs, PLOs and institutional strategic objectives. All faculty meet with departmental colleagues from other campuses to align the newest information in their respective fields and to align instructional best practices through group meetings and direct one-to-one interaction. Students directly attest to the open and inviting environment the faculty and staff have provided for them. Data use is clearly present and used to stack rank the Ontario Campus' performance amongst all other SJVC branch campuses.	
Quality of the Learning Site. How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.8, 2.1, 2.5, 3.1, 3.5)	Students attested to the appeal as potential student the campus had in their respective programs of choice. The labs were mentioned as specifically designed for the needs of instruction and built out to reflect the real world job sites. Faculty play a central role in providing feedback in this regard. The Campus President provided examples of weekly, monthly and quarterly meetings with the Central Administrative Office and other Campus Presidents where best practices for campus management are reviewed and discussed regarding campus management. The Campus President also has a mentor from the Sr. Management Team whom provides an additional layer of best practices.	

Student Support Services. What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.6, 3.7)	Student support was a direct line of questioning in the student portion of the branch campus visit in Ontario. "Do you know where to go for support" and "do you feel supported both in and outside the classroom"? The resounding answer from all participating students was "YES". Besides the academic support, students went on to praise the guidance they have been provided to manage life with the addition of academic pursuit. One student provided an emotional account of her experience with advising and stated "they have made this campus a second home for me". All services and resources are in parity with other SJVC campuses (library, computers, etc…).	It is fantastic that iPads are being deployed to students for ease of access to ebooks and other online materials. There may be a period of growing pains happening at the Ontario Campus with regard to sluggishness of the wifi on campus. It makes sense that the more devices there are connecting, the slower it might be. Several students recalled this same experience. Recommending a review from IT services to address the issue.
Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.4, 4.6)	Many faculty members in their session raised their hand when asked if there were at the Ontario Campus full-time. Faculty have a variety of avenues to maintain up-to-date instruction as it relates to the field environment. The first is with a direct connection to curriculum development personnel at the Central Administrative Office for immediate changes to instructional materials. There are also the avenues of course improvement plans and ultimately programmatic reviews. CLOs and PLOs are reviewed by faculty and administrative staff as regards measurement of student success. There are also student feedback instruments data which is also used to determine instructional success.	
Curriculum and Delivery. Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6)	As mentioned above, there are several pathways which provide faculty the ability to maintain curriculum integrity. As an example of the connection Ontario has to the main campus or Central Administrative Office is with the Nursing Program. They are the only two campuses within the SJVC system that have this programmatic offering. Constant review is necessary in order to ensure compliance with regulatory standards in this field.	
Retention and Graduation. What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)	The data dashboard presented in the leadership session was comprehensive in the areas of student progression, retention and graduation rates down to the day and student. Every school could use a dashboard this robust. As previously mentioned in this report, stack ranking is employed to ensure all levels of instruction are equally successful across all campuses.	
Student Learning. How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these	The Ontario Campus employs a variety of student learning check points. The advising staff looks at student performance on a daily to weekly basis regarding attendance and course work completion. There is also a more formal five and ten-week assessment of student performance. Faculty also reach out to the student if they have missed more than one	

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compare with learning results from the main campus? (CFRs 2.6, 4.6, 4.7)	class to emphasize the importance of attendance in an accelerated instructional format. The Campus also provides tutoring and failed test remediation services.	
Quality Assurance Processes: How are the institution's quality assurance processes designed or modified to cover off-campus sites? What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.4-4.8)	There Ontario Campus methodology to the QA process appears to be universal with the aforementioned faculty avenues to ensure curriculum integrity. Faculty regularly initiate field comparisons to make sure all relevant best practices in workplace are being captured within instruction. Many faculty members also work in the field themselves which adds and addition layer of firsthand workforce feedback which in turn is relayed to curriculum development at the Central Administrative Office.	

OFF-CAMPUS LOCATIONS REVIEW-TEAM REPORT APPENDIX

Institution: San Joaquin Valley College
Type of Visit: Seeking Accreditation Visit 1
Name of reviewer/s:
Date/s of review: August 6, 2020

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed[1]. One form should be used for each site visited. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

1. Site Name and Address

    SJVC Temecula Campus
    27270 Madison Avenue, Suite 103
    Temecula, CA 93257

2. Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a branch campus standalone location, or satellite location by WSCUC)

    The Temecula branch campus was established in 2011. The campus offers nine Associate of Science Degree programs and seven Certificates of Completion as listed below:

    Associate of Science Degrees
    Business Office Administration
    Clinical and Administrative Medical Assisting
    Criminal Justice: Corrections
    Electrical Technology
    Heating, Ventilation, Air Conditioning, and Refrigeration
    Medical Office Administration
    Pharmacy Technician
    Respiratory Therapy
    Surgical Technology

    Certificates of Completion
    Business Office Administration
    Clinical Medical Assisting
    Dental Assisting
    Electrical Technology
    Heating, Ventilation, Air Conditioning, and Refrigeration
    Medical Office Administration
    Pharmacy Technology

    The campus serves a population of 504 FTE students (including those on a leave of absence or other probationary statuses) who are supported by 12 FTE faculty (part-time faculty counts will be made available upon request).

3. Nature of the Review (material examined and persons/committees interviewed)

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[1] See Protocol for Review of Off-Campus Sites to determine whether and how many sites will be visited.

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
For a recently approved site. Has the institution followed up on the recommendations from the substantive change committee that approved this new site?	N/A	N/A
Fit with Mission. How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFRs 1.2, 3.1, 3.5, 4.1)	Branch campus mission driven and aligned to main campus/central administrative office. Clear metrics of student achievement and demonstration of how leadership, faculty and staff support strategic and student success goals. Engaged and qualified faculty community that participates in Program Review, course design and revisions, using data to inform decision making at the course and program level. Branch campus feels they have the resources to fulfill their roles. In light of COVID, faculty share to examples of technology solutions swiftly procured and implemented to support student success objectives. Processes are in place both to support strategic objectives and program review to collect and analyze data. Data is visible across campuses, staff and faculty understand the data available to them and use it regularly to inform decision making.	
Connection to the Institution. How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution? (CFRs 1.2, 2.10)	Branch campus is directly connected to the main campus /central administrative office with regard to understanding and contributing to institutional objectives. They have adopted a robust strategy framework. There is visibility to and use of student achievement data to inform changes/ revision at the course and program level. Data is available through the internal site Infozone, along with dashboards and pushed reports. There is visibility across campuses.	
Quality of the Learning Site. How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.8, 2.1, 2.5, 3.1, 3.5)	Remote meeting with branch campus was deployed. Teams spoke to regularly contact amongst staff and faculty, with students and back to the main campus/ central administrative office. Learning Resource Centers are located on each branch campus. Branch campus serves ~500 students with 12 FT faculty adequately supporting Associate and certificate programs. Students noted they were pleased with their programs and that they were meeting expectations.	
Student Support Services. What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.6, 3.7)	Branch campus offers a Student Learning Center, access to a digital library. Students do not have a central advisor. If they need support, they will typically start their journey with their original Admissions Advisor, Career Services Advisor, Learning Resource Coordinator and/or Dean of Student Services. They are aligned though shared goals with retention and graduation. Online students are typically supported through a separate online student services team. However, in light of COVID, the branch campus is supporting online.	Need additional clarity on what is support systems are within the Learning Resource Center. Staff and Student Led? There was student concern noted that she was not receiving return outreach from faculty as she was finishing her program and has struggled connecting with Career Services for her externship. She noted

		that maybe this was due to COVID.
Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.4, 4.6)	Full and part-time instructors teach courses. Faculty participate in curriculum development and revisions. They participate in Program Review every seven years. They are not restricted to the seven-year cycle to review, identify and recommend revisions. Faculty have a dashboard to review student learning.	It is not clear to what degree of involvement have in developing/ designing learning assessment tools.
Curriculum and Delivery. Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6)	There is a clearly defined pathway for faculty to request course and program updates. It is reviewed by branch campus leadership and then reviewed and approved by the main campus/ central administrative office. The main campus reviews the proposal, expected impact of change and also reviews to see if other campuses would benefit from or be impacted by the request. Faculty seem to be well connected with both CLO's and PLO's.	Need clarity on the "Academic Council" roles, responsibility and level of governance and what if/any branch campus involvement is supposed to be involved.
Retention and Graduation. What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)	They track 5 week and 15 week persistence. They define retention as the first 30 weeks of enrollment and track both 100% and 150% graduation rates. Specific campus metrics were not shared. It was mentioned that campus target varies, however, collectively they are all working to contribute to achieving the institutional targets. Updates on retention and graduation are regularly shared across campuses and at all levels.	
Student Learning. How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.6, 4.7)	Assessment of student learning seems to be driven from the main campus/ central administration office. Outcomes data is shared at the campus level to use to inform decision making. In addition to achievement/mastery learning outcomes, GPA and placement are also measured and monitored. Student learning is at the center of their strategic plan. The main and branch campuses just completed an updated strategic plan for the next two years with a measurable vision that focuses on student success.	
Quality Assurance Processes: How are the institution's quality assurance processes designed or modified to cover off-campus sites? What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.4-4.8)	There is a commitment to improvement based on data, branch campus faculty are involved in program review and faculty have a clear pathway to make improvements.	Not clear if a review and assessment of the external environment is integrated within their strategic planning process.